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ABSTRACT

This collection of 17 articles dealing with community college education begins with Marvin Feldman's discussion of the origins and future of the community college. Then, Faye Lenarcic examines the relation between sexism and language. Next, Mary Loomba discusses the problem of burnout in relation to librarians. Howard Himelstein outlines the faculty's role in reducing stress among adult students. After Ralph Szwenda's presentation of tips for working with deaf students, Maryanne Vent describes the use of nonfiction works in a literature elective. Next, Harold Cantor provides perspectives on general education in the community college, and John Cadigan presents methods of integrating the humanities and business education. The significance of study-abroad programs for community college students is examined by Jonathan Lambert prior to Sally Walters' article on the role of library services in continuing education courses. Following Sally Carr's discussion of inmate education programs, Shirley Stanley and Eugene Mozier outline the development of a constructive geometry and trigonomety program. Thomas Giometti then reviews the establishment of a language institute at Mohawk Valley Community College. Next, Libby Bay describes the application of learning theories in a Freshman Composition course. Suzon Kister outlines changes in library technology prior to Shirley Kurtzberg and Eileen Walsh's presentation of an alternative approach to general biology. Finally, Ronald Frinks and David McNamara discuss ways of accommodating wheelchair students in a freshman physics laboratory. (HB)

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FIFTH ANNIVERSARY EDITION

Working with you
for a better
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COMMUNITY
COLLEGE WEEK
April 25-May 1, 1982

INSIGHT

An annual collection of articles
on teaching and learning
by faculty of the
community colleges
of the State University of New York

1981-82

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INSIGHT

An annual collection of articles on teaching and
learning by faculty of the community colleges of the
State University of New York

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1981-82

FOREWORD

Depending on how you look at it, five years is either a long or a short time. In community college education, however, it appears to me that the changes since 1977 make the period from then to now seem very long, indeed. And so, we take special note of the fact that this is the fifth anniversary issue of *Insight*.

Insight, 1977 was published in conjunction with New York State's first Community College Week. Not coincidentally, *Insight 1981-1982* is published as the State's second such celebration, Community College Week, 1982, takes place in late April of 1982.

This annual collection of articles on teaching and learning was at its inception and still is the only scholarly publication of its kind in the Nation--the collective sharing of and instructionally-related thoughts by a statewide system of community colleges. We are most proud of the success of *Insight*. It is well-read throughout the State University of New York, not only at the thirty community colleges of the system, but at SUNY's four-year colleges and universities. In addition, *Insight* is used as a teaching tool in dozens of graduate classes in community college education both in and out of New York and enjoys a rather wide general distribution nationally.

A look at *Insight, 1977* clearly indicates the changes during the past five years. Although many articles then could very well have been written today, a number of them may be already dated, many dealing with the liberal arts as if there was no apparent threat to their acceptance (see Harold Cantor's work in this issue for a comparison) and many concentrating on services to the "new student"--older, often in need of developmental assistance and the like. The "new student" is now, of course, not "new" at all but an integral part of the diverse categories of clientele now served. For example, it is not coincidental that two *Insight, 1981-82* articles provide information on teaching handicapped students. Nor is it by chance that articles appear on professional burnout, inmate education and sexism in language. Time flys . . . .

As in the past, this edition would not have been possible without the support of the Faculty Council for Community Colleges, the statewide representative advisory organization for the faculty of the thirty community colleges of SUNY. The Council continues to promote *Insight*, provides the editorial board and financially supports the production of the book. We sincerely appreciate the efforts of the Council. Financial support is also provided by the Chancellor's Innovative Fund of the SUNY Research Foundation, for which we are appreciative.

I do hope Insight, 1982 sparks many new ideas for you in your work.

Cornelius V. Robbins
Associate Chancellor for
Community Colleges

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ADDRESS TO THE CONFERENCE ON "MODELS OF SUCCESS IN COMMUNITY COLLEGES"

The Center for Community Colleges
Teachers College
Columbia University
March 27, 1981

by Marvin Feldman, President
Fashion Institute of Technology

Let me confess at the beginning that I stand before you as a self-confessed, unashamed, unapologetic, unreconstructed partisan of the community college. So I can say to you, having been more or less present at the creation, that community colleges were of a somewhat bogus origin.

It is said--and I see no reason to doubt it--that the Reverend Edmund Cartwright once saw a mechanical chess player at a London exhibition. He was inspired to defy the cocksure conventional wisdom of the time which said an automatic weaving machine was impossible. The chess machine, it turned out later, was a fraud, operated by a man hiding inside. But Cartwright's power loom started a revolution, the consequences of which are still unfolding.

The community college was a little like that. It was founded on a fraud of sorts--a hidden, unspoken, if not unspeakable, device to cool the enrollment pressure on four-year institutions. We were, more than anything, an accidental product of the population explosion. That immense surge of World War II veterans and war babies moved through our institutions like an egg through a snake and left none of them quite the same. But while we were born in sin, we have lived to see what history may see, one of the great social inventions of the industrial era.

Now that the real reason for our invention has disappeared, now that the baby boom is over and the baby bust is upon us, we find we have a priceless social utility. We have a humility born of youth and doubtful ancestry. And because we are humble, we are flexible. And because we are flexible, we can respond, like no other existing institution, to the radically new demands that are being put upon the educational establishment.

Woodrow Wilson, when he was president of Princeton, once said that changing a college curriculum causes more protest than moving a graveyard. We do not have that problem. We do not have to carry the weight of centuries of accumulated tradition into a time when what the quality institutions need most is agility. We community colleges are young and supple. We can turn on a dime. We are the quick-change artists of higher education. One of the purposes of this conference is to give you a glimpse of some imaginative responses to change.

There has lately been a kind of cold panic in the air as higher educators contemplate the probability that there will be a 10-15 percent drop in enrollment in higher education in the Eighties. But, just a few weeks ago, Peter Drucker, the wonder-theorist, ventured a contrary prediction: "Demand for education is actually going up, not down. What is going down, and fairly fast, is demand for traditional education in traditional schools." This means, I think, that the community college education can be a booming growth industry.

Let me suggest some of the reasons why. I think two revolutions are going on right under our nose, so close that perhaps we cannot see them very clearly. Remember the sign, from a German university in the Twenties: "In case of rain, the revolution will take place in the hall." I think two related revolutions are right now spilling over into our halls. One is a technological revolution, which I think may in time have consequences which exceed that of the first, mechanical, phase of the industrial revolution --a rethinking of the right relationship of people to work. These two revolutions, I feel, will tend to be mutually reinforcing, and will transform society in ways most of us will applaud. And, of course, these twin revolutions have profound implications for the spirit and content of the curriculum in education, and community colleges will be most affected by them because we are most comfortable with change.

The technological revolution is perhaps the most familiar. In the 1920's, a Czech dramatist named Karl Capek wrote a popular science fiction play called "Rur." In it a firm called Rossums Universal Robots produces so many synthetic men and women that all of the world's industrial workers are replaced. (Capek, in fact, coined the word "Robot." It comes from robit, the Czech word for work.) In Capek's play the robots revolt, and having methodically exterminated the human race, they take over the world.

Now, 50 years later, hundreds of firms around the world are making hundreds of different kinds of robots. Thousands are employed in firms around the world doing work men and women used to do. (We just had our second conference on Robotics at F.I.T. this year.) These robots have computers for brains. They can handle a process with as many as ten thousand steps. They don't get tired, and they don't talk back. They can work in the dark, in freezing, torrid or polluted atmospheres. They don't take coffee breaks. The most advanced models can see with TV camera eyes linked to memory systems and feel with sophisticated sensors.

Future robots will be able to hear and obey spoken orders. They can be instantly reeducated to complex new tasks simply by plugging them into new software. I think if we clearly understand the meaning of the industrial robot, we will have a fix on future patterns of education. The Luddites notwithstanding, technology, almost by definition increases the demand for, and productivity of, manpower.

But technology changes the people power mix. Robots--and the kind of technology robots represent--arithmetically reduce the need for the lowest skilled workers, but geometrically increase the need for technicians. The industry my institution serves is a near-perfect example. The composition of its labor force is changing. The demand for technicians to tend increasingly complex technology--computer-directed lasers for cutting, sound waves sewing machines, programmed stitching machines and computer graphics will increase. Technical education is, undoubtedly, a major growth industry, but as it grows it will change. The constituency it serves will change. It's content will continue to change.

Lifetime, continuing education was once just something we talked about to pass the heavy time at education conventions. Now it has become a reality for millions of Americans. In what Daniel Bell calls a post-industrial society, employment --both for present and future employees--is requiring more and more education.

The things uneducated people can do are being done by increasingly sophisticated machines. That means uneducated people are having to get educated to get and stay employable. It's happening already. In any large community college system, half the present enrollments are, properly classified, adults.

Our enrollments are going to continue to grow and adults will be the source of much of that growth. Peter Drucker say, "The fastest growing industry in America today may be" (Note that he does not say mini-computers or microwave transmitters or fiber optic cable or cable television or video-records) the continuing professional education of highly schooled mid-career adults." Later, he continues: "Above all, attention will shift back to schools and education as the central capital investment and infrastructure of a knowledge society." And at the very center of that infrastructure, I submit, will be the community college.

The other revolution is a quieter revolution, but in my view it is just as real. Masses of people are beginning to see life's larger possibilities and a need to pursue them. This is something new. We have lived through a whole long era in which most people spent their lives working or resting from work. Now most people are consciously or unconsciously yearning to examine and experience a range of life's possibilities that has before been an option open only to a tiny handful.

Higher education was, originally, frankly elitist--right up until the American Revolution. Harvard students, for example, were listed by social rank. In those days, common people were flatly forbidden to "walk in great boots" or otherwise imitate the behavior of their betters. It was a rigidly hierarchial society. Colleges educated a tiny elite destined for the ministry and privilege. The education provided was essentially a liberal education. One learned skills in other ways.

But as the democratic tradition blossomed in the United States as it had blossomed nowhere else in the world before, more and more people aspired to more and more education. And the model was the kind of liberal arts education intended for a tiny elite--many of whom had no need to earn a living. "Do you smoke?", the great lady asks her daughter's suitor in Oscar Wilde's play. "Good," she replied when he admits hesitantly that he does. "I think every young man should have an occupation of some kind." But as America democratized, the mark of the new mass nobility became a college education originally intended for the indolent or for the professional scholar.

In 1900, 200,000 students went to college. Last year, the figure was 10,000,000. But a vocationally impractical curriculum simply did not suit the real-world imperatives of the new masses. And so somewhere along the line, regrettably--liberal educators began to make an uneasy, tormented case for the relevance of irrelevant education. The consequences have been disasterous--for the great liberal tradition of education and for millions of students who have either been sold mislabeled practical education or seduced into believing that liberal education has a vocational relevance that it simply does not, cannot, and should not have.

Now, as a secondary consequence, the culturally indispensible liberal tradition is being discredited because in practice it fails to do what it never should have been represented as doing. And educators are witnessing an unwelcome reaction against liberal education. The situation has grotesque consequences.

We have read in the papers that thousands of young people are "over-educated." How can a civilized person know too much? How can the common person who struggled for centuries for the leisure that would free him or her from the exhausting struggle for survival for some contemplation and personal civilization --be "over civilized?" It is absurd. A student can know more than he or she needs to know to program a computer or sell an insurance policy or manage a supermarket, but be "over-educated?" The word is, to me, as an educator, an obscenity.

In a puzzling, perplexing, heart-rendering book called What Went Wrong?, an English craftsman writes about British working people who have achieved all the material ambitions they sought to achieve half a century ago--and now have no sure sense of purpose. "Is there life after work?" is a question more and more people are asking: or is there only an emptiness to be filled by passive entertainments, recreational chemicals, and a bored indolence.

Clearly, the rehabilitation of the liberal arts, adapted to the needs of a mass aristocracy, has become an urgent necessity. Community colleges may be best able to make the case for the liberal arts. We do not have to pretend they are vocationally relevant. We can say, more forcefully than the traditional educators, that they are vocationally irrelevant, but that they have a desperate importance of their own. John Dewey, that unread and misunderstood genius of educational theory, who retired from Columbia almost exactly half a century ago, pushed this kind of ideal against the powerful contrary tides of the industrial era.

Arthur Wirth, in his book about Dewey and the right relationship of vocational and liberal studies, writes: "Dewey argued that the question of how to interrelate technical and liberal studies in American schools was ultimately related to the question of what quality of life would be obtained in a technological civilization." "Can a material, industrial civilization," Dewey himself asked, "be converted into a distinctive agency for liberating the minds and refining the emotions of all who take part in it."

Now history may be catching up with Dewey's vision. The idea of an amalgam of liberal with vocational education ran against the grain of the apparent requirements of the industrial era. But the post-industrial era may be permit--may in fact require--a greatly enlarged vision of the role of education in the lives of working people. John Baskin in his splendid book New Burlington, states, "I think we are all faced with two problems, and they are basic and countervailing: How to live honorably, and how to support an honorable life."

I feel in my bones that in the post-industrial society these two basics may not be countervailing any more. We can now begin to think of achieving Dewey's goal and with the community college as the principle instrument. The community college is already becoming the major source of skilled people power despite the federal commitment to secondary vocational education. For in the community colleges we do provide the specialization in our vocational programs which do justice to the claims of both the sciences and the humanities. We do temper our occupational programs with the humanistic spirit. And we do liberalize humanism with the entrepreneurial spirit.

So these two revolutions are taking place in a social landscape characterized by headlong diversification. Our traditionally homogenized society is everywhere de-homogenizing itself--making necessary a diversity in approaching social problems--particularly in education. "The greatest challenge to educators," writes Peter Drucker, "is likely to come from our new opportunities for diversity."

"It used to be that on various issues and concerns, the country would eventually swing one way or the other, adopting either solution A or solution B. We are entering into an era where some areas will adopt solution A, some solution B, and some solution C, D and E--either/or is out. Multiple options are in." In other words, while we need a better integrated sense of our mission as educators, we need a new pluralsim in education--a new resolve to let a million flowers bloom. We need to welcome schools of all sorts and shapes and sizes, so our educational response will be as diverse as the needs of our diversifying civilization. So it is a time of unparalleled opportunity for this wonderful invention called the community college.

Let me tell you a little about the one I represent. We are the largest institution in the world specifically designed to serve what is New York's largest industry and the nation's third largest. But that is about the only generalization possible about the place. Are we a two-year institution? We sure are --or I suppose so! It is probably more accurate to say that we are a community-centered, multi-purpose institution offering work in a variety of formats, a two-year module being the most common, but we have one-year programs, two-year programs, three-year programs, and four-year programs. We also have one-day programs for high school students which we call Saturday Live. We offer sixteen associate degrees, five baccalaureate degrees and someday soon we will offer three masters degrees. We have even applied to the State University for permission to pioneer a wholly new degree--a master artisan.

Almost as many college graduates apply for admission to F.I.T. as high school graduates. We offer over 300 seminar programs a year for industry retraining and research programs. I suppose half our enrollment are properly classified as adults, coming to us for continuing education. We have lately found that, to an entirely unexpected degree, we have been preparing students for self-employment. This suggests what I have suspected for a long time--namely that students have a clearer idea of why they are coming to us than we have of why we are asking them to come.

While rates of applications nationally are declining (the fulfillment of that given, collective premonition that has haunted higher educators ever since the baby boom was followed by the baby bust) our rates of application are increasing. So are most of the other community colleges.

I suppose we are perceived as narrowly vocational, but all our students, *all* of our associate degree candidates, are required to take a third of their work in fields relevant only to living a fuller, deeper life. I read the other day about a recent graduate from a distinguished century-old liberal arts college in the Ivy League who took thirty-six of the thirty-eight courses needed to graduate in mathematics. (I have wondered ever since what redemption this student was able to cram into those two other courses.)

We are open 9 a.m. to midnight almost twelve months a year. Are we a community college. You bet your life! The only difference between F.I.T. as a community college and a so-called "typical" community is that our community is an industry and not geography. For that reason we have dormitories for about 800 of our 10,000 full- and part-time students.

Should we offer G.E.D. certificates as well as master degrees? Of course, if that is the need in our community! We do an enormous amount of applied research--should we? Of course, community colleges should if they have the capacity and the community needs it. That's just a sketch of our model, the one I know best.

The strength of the community college is that there are dozens and dozens of others. Most of you here can describe your own exciting educational adventures. Most of you know better why your community needs than distant officials in the Education Departments of the State Capitol or in Washington. Yet, in spite of all this, inspite of the fact that we community colleges are proving in practice to be the kind of institution that best fits the times, we lack confidence, we lack national leadership, we lack the ability to speak to people and policymakers with a clear, intelligible voice.

I know this from my own experience in Washington as a federal official in the highest levels of government. There are programs in higher education, vocational education, elementary and secondary education and somewhere in all these programs are community colleges. I think we are suffering unnecessarily from an inferiority complex, perhaps because we are the youngest institutional form. Perhaps it is because of the doubtful legitimacy of our origins. Or perhaps it is because we somehow fall into a kind of subconscious thoughtless arithmetical modes of thinking which suggests that a four-year college is exactly twice as good as a two-year college. And to that, of course, the answer is, "not necessarily," any more than a four-story building is superior to a two-story building. It simply uses more space. Is the GM Building superior to the Parthenon?

In any event, do you really believe the model of community college education in the year 2,000 will be the traditional model of community colleges of the 1950's? Do any of you really believe that educational policymakers can withstand the pressures our communities will put on us for a new diversity of mission? Community colleges are a vast, valid growing force in America. We enroll a stunning 36 percent of the total higher education enrollment. In New York State, we grant more associate degrees than baccalaureate and masters combined in public institutions. It is in the community college that the national commitments that everyone else is talking about are being acting upon. We are the accessible institutions in a nation under a moral commitment to accessibility. We are the institutions with great, growing minority enrollments in a nation committed to equal opportunity. We are the institutions with the most extensive vocational offerings, at a time when the nation has rediscovered, that the mastery of a marketable skill, is the inescapable beginning of human liberation. We are the institutions which trigger economic revitalization, by attacting industry with the skilled people they need most--in a nation newly committed to reindustrialization. We are the institutions preparing students most accurately for known job opportunities in a nation newly obsessed with the idea of educational accountability. We are the institutions preparing people most successfully for self-employment, at a time when there is a renaissance of entrepreneurial development, and when the number of self-employed people is increasing for the first time since the Civil War. We are the institutions which, to everyone's surprise, are leading the search for the appropriate pattern of general education for working people--in a nation asking urgently if there is life after work.

Finally, we are the institutions that have been given the urgent continuing mission of industry upgrading and retraining at every level of labor and management. Can anyone really believe we are the poor relation in higher education? Yet we clearly lack a sense of our own strength. We are suffering, perhaps, from a soggy sense of institutional identity. We have sat in the back of the bus of higher education so long that we have grown comfortable there.

We are, I believe, desperately in need of the kind of institutional conscious raising that meetings like this are seeking to provide. We also have a desperate responsibility to more forcibly speak out and represent with a passion and commitment the people we serve in higher education. I personally have a deepening sense of commitment to the community college. We are where the action is.

Community colleges are what makes administration interesting--a capacity for change--even a commitment to change. Administration of rigid institutions is too much like a taxidermy to suit me. I would rather be at almost any community colleges than at any other institution, and I mean that literally. We are where history is being made. I know of no other faculty fighting harder to bring the future into the classroom; we are making learning an adventure.

Marvin Feldman, President of the Fashion Institute of Technology from 1971 to the present, attended the U.S. Military Academy from 1948-1951, received an A.B. degree in Mathematics from San Francisco State College in 1953 (California Teaching Credentials) and an honorary Doctor of Science degree in Education from Northeastern University in 1973. Among other activities, he served in many capacities for the U.S. Government from 1969-1971, the Ford Foundation from 1964-1969, was involved with education as an instructor and in an administrative capacity from 1952-1964. He performed a broad variety of special assignments and served on national and international task forces in the fields of education and technical assistance for foundations, state and local governments, federal government and foreign governments from 1955-1974. Mr. Feldman is responsible for innumerable articles and publications and has received many honors.

SEXISM AND LANGUAGE

by Faye M. Lenarcic
Assistant Professor,
Department of English
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William Lambdin, author of "Doublespeak Dictionary," recently wrote that "in these times, teachers should be helping students deal with such matters as racist slurs, sexist usage and deceptive language practices in politics, advertising and other professions." Most of the English teachers I have met spend a considerable amount of time talking about slanted language found in the media; rarely, an individual teacher may make a few remarks about the sexism inherent in the English language. Perhaps some English teachers are reluctant to include sexism in their units on language because they anticipate the skepticism and negative reaction of their students. On occasion, my own students have responded to my initial announcement of the topic with the following comments: "So what? It really doesn't matter if 'mankind' includes females." "My high school teacher always taught me to use masculine pronouns." This really isn't important; girls don't mind if they're called 'chicks' or 'foxy broads'." By carefully laying the groundwork for a discussion of our sexist language, by encouraging student participation in examining dictionaries, and by assigning minimal research from books on "reserve" in the library, the above attitudes of indifference can be changed to positive and enthusiastic cries for changing our sexist language.

Before we examine sexist language at all, the class discusses the complex interrelationship which exists between language and culture. After examining various levels of diction it becomes apparent that there is no clear separation between language and culture--i.e., the words we use to describe our realities reflect our attitudes toward those realities, and vice versa. For example, because Americans are preoccupied with being slim and svelte, our language reflects our negative feelings toward "fat" people, evidenced in such slang terms as "blimp," "whale," "tons of fun," "tub of lard," and so on. Likewise, an analysis of the negative connotations of words referring to black people reflects the racism prevalent in American society. By having students compile a list of definitions from any standard dictionary and a list of synonymns from a thesaurus the racist content of our languages becomes clear to them. According to Webster's New Collegiate Dictionary the word "black" includes the following meanings: "opposite to white; dark-complexioned; Negro; totally without light; in complete darkness; soiled; dirty; evil; wicked; harmful; disgraceful; sad; dismal; gloomy; sullen, angered; without hope: as a black future; inveterate, confirmed, deep-dyed; as a black villain; humorous or satirical in a morbid, cynical or savage way: as black comedy." Roget's Thesaurus includes the following synonyms for "black": "ugly, dire, scowling, threatening; blot, blotch, begrime, dingy, dusky, inky, murky, smirch, smutch, smut, smudge, soot, sully, swarthy . . . ." The negative connotations of words associated with blackness are even more striking when student compare these qualities with those associated with whiteness. The dictionary defines "white" as "having the color of pure snow or milk; opposite to black; morally or spiritually pure; spotless; innocent; free from evil intent; harmless as white magic, a white lie; happy; fortunate; auspicious." The Thesaurus adds the following synonyms: "creamy, flesh-color, ivory, snowy, milky, pearly, clean, pure, spotless, stainless, unblemished, untarnished . . . ." After examining the student lists, I point out that in many African tongues the connotations of Black and White are the reverse of the meanings listed in English dictionaries; that is, "black" refers to "strength, potency, vigor," while "white" means "weak, anemic, untrustworthy." By first discussing the racist implications of our language I've found that students are more willing to accept the statement that there are also sexist implications in the words we use.

At this point in our analysis I offer a hypothesis to the students and ask them to gather evidence pertinent to my statement. I suggest that an analogy exists between whites/males and blacks/females, and that positive qualities are associated with whites and males, while negative attitudes are associated with blacks and females in our language. Students return to dictionaries now and compile lists of words defining male and female. The following list is a typical result of such research:

Webster's New World Dictionary
Feminine--"female; of women or girls. Having qualities regarded as characteristic of women and girls, such as gentleness, weakness, delicacy, modesty, etc."

Thesaurus
Female--"she, woman, girl, lady, weaker vessel, petticoat, skirt, dame, goodwife, matron, dowager, broad, frail, tomato, hussy, jade, shrew, baggage, wench, gold-digger, adventuress, amazon, madam."

Woman--"female, distaff side, fair sex, gentle sex, weaker sex."

Maidenly--"girlish, modest, virginal, vestal, chaste, pure."

Effeminate--"unmanly, old-womanish, weak, soft, sissyish."

Webster's New World Dictionary
Masculine--"male; of men or boys. Having qualities regarded as characteristic of men or boys such as strength, vigor, courage, etc."

Thesaurus
Male--"he, man, buck, bull, tom."

Man--"mankind, human race, person, sir, esquire."

Manly--"masculine, brave, undaunted, virile, two-fisted, courageous, strong, vigorous, potent, procreative, vibrant, vital, sound."

An interesting follow-up to the dictionary work is the compilation of separate lists of slang words and terms of contempt for men and women. Students readily supply words which they apply to women, ("bitch," "broad," "slut," and "dog" are typical examples); however, they cannot as easily find as many terms of contempt which refer solely to men. "Bastard" and "son-of-a-bitch" actually reflect negatively on the female parent, while "pansy" and "fag" merely suggest that the worst insult one can bestow on a man is to suggest he is like a woman.

Most students are now ready to engage in more complex and sophisticated linguistic analysis. I refer them to two definitive studies on sexism and language which I have placed on reserve in the library.

Casey Miller and Kate Swift are the coauthors of these volumes, entitled Words and Women and The Handbook of Nonsexist Writing. Students are assigned small sections of these works to read and report on to the class. The points discussed by Miller and Swift are analyzed in class and further examples of sexist language are elicited. One particularly enlightening discussion followed a report on certain pairs of words, which illustrate that negative, and often sexual, connotations are given to feminine words while masculine words retain a positive connotation. Students discussed the very different implications of words like old maid/bachelor, master/mistress, brave/squaw, patron/matron, callboy/callgirl, sir/madam, and wizard/witch. My students also enjoyed finding examples to support the contention of Miller and Swift that women play passive roles in our society while men play active or aggressive roles, as revealed in our language. Women are described as flowers, delicate and fragile; or, they are defined as helpless animals like "kittens," "bunnies," "lambs," "chicks." Almost always, famous women are accompanied by their husbands in dictionaries. For example, Charlotte Bronte is listed as Mrs. Arthur B. Nicholls; Helen Hayes is Mrs. Charles MacArthur; Amelia Earhart is Mrs. George Putnam. On the other hand, men are never described as flowers except as an insult. They are associated with powerful and aggressive animals like studs, bucks, and wolves, and they are rarely defined in dictionaries as the "husband of" some unknown woman.

The class now moves on to a discussion of how sexist language can be eliminated, or at least modified. Suggestions come from the students themselves now, as well as from The Handbook of Nonsexist Writing. The use of "he" as a common gender pronoun is now seen as sexist, reflecting our culture's linguistic male-as-norm syndrome. Alternatives include using both "she" and "he," phrasing the sentence in the plural, or rewriting the sentence to omit the third-person pronoun entirely. For example, instead of writing "if a student does not study, he will fail the exam," a person could write "a student who does not study will fail the exam," or "students who do not study will fail the exam." Again, instead of addressing all letters to "Dear Sir," students can write "Dear Research Director," or "Dear Editor."

After the dictionary work, research, and discussions mentioned above, the majority of my students are convinced of the importance of the words they use and how language reflects the attitudes of a culture. For the occasional diehard sexist who still maintains that the issue of sexism in language is "trivial," the following retort usually sufficies: If quibbling over semantics is "silly," and if no one cares what words are used so long as they aren't awkward, let's use "she" to refer to the standard human being, and "woman" as the generic term for person from now on in our classes. Keep in mind that your goal is to graduate from college with a Spinster of Arts degree, whereupon you will go on to earn your Mistress of Arts or Sciences, and perhaps will then apply for a graduate Sistership.

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BURNOUT AND THE COLLEGE LIBRARIAN: A VIEW FROM WESTCHESTER

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For a staff development session at Westchester Community College Learning and Resource Center, I was asked to research and present my findings about the problem of "burnout." My research indicated that most of the literature dealt with burnout in the educational field. However, both the problem and the findings are as relevant to librarians as they are to teachers and educators. Reference/instructional librarians face many of the same functions as those who teach. This is especially true of community college librarians and learning resource centers because their environments are essentially of the teaching, as opposed to the research, variety.

It is my belief that some of the major problems of burnout occur in what is called the "mid-life crisis." This is not to say that burnout can happen only at a specified age; even seniors in high school and sophomores in college are known to have suffered from this problem. Since most of the librarians at the Westchester Learning Resource Center are above thirty and have been working for quite a while, I shall include in this paper a discussion of "mid-life crisis" as one cause of burnout. Additionally, I shall describe what "burnout" is; explain what causes it; and suggest measures that can be taken to alleviate and hopefully prevent it from becoming a serious problem.

What is Burnout?

Definitions of burnout vary to some extent, but most are predictably similar. In an article in the The Chicago Tribune, social workers have said that burnout is:

> "The depletion of personal resourcefulness, flexibility and positive energy to the point that psychologically a person has no more to give; (the) syndrome is often presaged by continued frustration at work, often caused by failure of supervisors to vary tasks or limit workloads and by lack of cooperation from subordinates... (it) often directly affects productivity."[1]

Lance Gentile and Merna McMillan define burnout as a "debilitating psychological condition resulting from disgruntled employment experiences which foster low employee morale and productivity."[2] They are primarily concerned with the attitude of teachers towards their students and with students towards their teachers. They feel that many members of both groups are "turned off" to teaching and to learning. Symptoms of burnout include chronic fatigue, insomnia, depression, withdrawal, disorientation, anxiety, isolation, and physical disorders such as chest or stomach complaints. As a consequence, people who are experiencing these problems may begin to distrust or dislike their students or clients and begin to wish they would "get out of my life." Although this attitude is considered to be protective device, it will, of course, seriously impair the quality of human contact.[3] Burnout can also lead to such behavior reactions as absenteeism, alcoholism, and leaving the profession.[4]

Herbert J. Freudenberger has written a book, Burnout: the High Cost of High Achievement, (that was reviewed in Library Journal 11/15/80, p. 2397), in which he suggests that burnout is a "state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward." He goes on to state that it is a condition that usually manifested in high achievers, but not necessarily restricted to them.[5] This could apply to almost all of us at WCC, as we are a highly dedicated group, I believe.

R.H. Needle uses the word "stress," instead of "burnout," in relation to what teachers experience. [As a matter of fact, the subject heading in Education Index is Stress (Psychology).] He states that

> "stress arises from the discrepancy between teacher's needs, values, and expectations on the one hand and occupational rewards or job demands and the capacity of the worker to meet these requirements on the other .... Stress may also arise from the consequences of low-level rewards or the absence of occupational rewards."[6]

Robert Ricken has a definition that seems the most clear and comprehensive. He says that burnout is

> "A condition...(that) exists when a person is attempting to perform a job by merely going through the motions. The individual continues to function, and more than likely still maintains the skills which enabled him or her to originally perform the job, gain employment, and even meet licensing and certification requirements."

Ricken continues to say that this malady used to be something that only assembly line employees experienced because of the boredom of repetitive tasks. Now it occurs in every stratum of skilled and unskilled employment. He provides as examples the dentist who uses the same old drill; the doctor who doesn't read journals; the lawyer who selects cases solely base on potential economic gain; the athlete who ignores training and diet; the homeowner who no longer has pride in his or her house; and the civil service employee who watches dust gather on the suggestion box. These people are all "leveling out" in occupational performance and have burnout symptoms.[7]

What is burnout for the reference librarian at Westchester Community College? It is a combination of all of the above, but specifically, I offer the following description. Burnout is arriving at 8 a.m., and answering two phone calls before your coat is put away. One is from the Circulation Desk Clerk saying she is sick and the other is from the Learning Lab Clerk saying her car has broken down. At 8:05 a.m., a professor is frantic because the film he planning to show his class can not be shown because someone has stolen the lense out of the projector. At 9 a.m., an unannounced class arrives on the scene and needs information about Westchester Indians in colonial times. Then we have a class whose assignment is to look up their birthday in the New York Times and only one microfilm machine is working (none of them makes copies). Then, in between coffee breaks, we have the Reader's Guide group from the Developmental Center, and the BPI masses from the marketing classes. Then the phone rings, and it is the President's secretary. The President would like to know as much as possible about a pony named Gossip who belonged to the Hartford family. (WCC was established after the Hartford Estate was acquired.) In the afternoon the Personnel Director calls and tells the Director of our library that the unfilled clerk position can not be filled for two more months. (Interlibrary Loan will have to wait.) In the late afternoon we are given the news that someone has donated a carillon for the college and that it will be installed on top of the Library. A perfect ending to a perfect day! I neglected to mention that by 4 p.m. we finally were able to cool down the building to 78 degrees from the morning high of 87 degrees. We did this by opening all the doors and windows. We also only had one flood in the bathroom, and the elevator did not break down. Burnout, for us, then, is finding yourself in midlife, facing frustrations, problems, and situations with little hope that much can change. Despite the obvious exaggeration here, this is an informal way of beginning a discussion of the causes of burnout.

Causes of Burnout

As mentioned previously, it is my belief that one of the causes of burnout is associated with a "midlife crisis." It is interesting that none of the literature that I have seen deals with women of this age in relation to becoming disenchanted with their jobs. Even the recent New York Times Magazine article "A New Start for Women at Midlife" (Dec. 7, 1980) discusses the fact that women in their mid years are finding that these years are turning out to be their best. The article emphasizes that, contrary to traditional belief, marriage is not the most significant aspect of a woman's happiness. The article quotes a study which indicated that a high prestige job is the best predictor of a woman's sense of well-being. Let me hasten to add that I do not disagree with this. However, I question why this article and many others do not discuss what happens to women who have been working for a long period of time and find that the challenge and "fulfillment" may be waning.

On the other hand, the discussion of this topic as it relates to men is not uncommon. On the same date (Dec. 7, 1980) an article was published in a Sunday newspaper weekly magazine section, Family Weekly entitled "Helping Men Beat the After-40 Blues." This article contends that the roots of the male mid-life crisis are the natural events of middle age: career leveling, physiological changes and altered family roles. By altering family roles they are referring to the "empty nest" and the fact that women are going back to school and work. The consequences of these events in a man's life may mean his loss of identity and/or self-esteem.[10] The part of the article that is most important for us, however, is what the author refers to as "the goal gap." Career paths are usually well established by midlife, and a "man" (why not also a woman?) has a clear picture of what the remaining ten to thirty years of his work life will be like. Often this is the time that a "man" of this age realizes that the career goals that "he" has been working for will never be able to be attained.[11] If this can happen to men, what about women who have been working for a long time?

Robert Needle has enumerated the sources of stress, both for occupations in general, and for the teaching profession in particular. Causes that have consequences for all occupations include the following:

1. job content or challenge; (lack of stimulating, interesting work, little chance to utilize or develop new skills);
2. work conditions (long hours, unpleasant or unsafe work environment):
3. relationships with other workers (lack on part of supervisor, lack of help or information from co-workers, lack of recognition);
4. lack of promotional opportunity;
5. financial rewards (low pay, lack of security and/or fringe benefits);
6. resource inadequacy (lack of help, equipment, etc.);
7. role in organization (no chance to participate in decision-making, role ambiguity or conflict).[12]

Some of the sources of burnout that are unique to teaching also apply to the situation at Westchester. These include: crowded classrooms, being asked to take additional course work for promotion, poor working (environmental) conditions, low status, time pressures, and federal requirements for paper work.[13]

Ricken, speaking as a school administrator, feels that an important cause of burnout is the worker's lack of being needed to prove his or her worth to the institution. He suggests that there may be too much job security in the teaching profession because of the unions.[14] I find it hard to agree with him about unions, but the idea of being needed is certainly one that should not be overlooked. This is one of Abraham Maslow's basic needs in his statements on the hierarcy of needs. Ricken also mentions that the inflationary economy of the last decade has caused great economic tensions. It has essentially deprived workers of the atmosphere where growth and innovation can be fostered. Consequently, many people have lost enthusiasm, and the education field among others, has become controlled and restrictive.[15]

Another cause of burnout, that has to do specifically with librarians, is that their expectations about the field are too high. Bruce Preslan has written an article in which he describes why so many librarians have become disenchanted with the field and have subsequently sought different careers. Other than the obvious drawbacks such as low salaries and lack of promotion opportunities, he states that expectations of library science graduates are mostly unmet. He blames the library schools for this in part.[16]

Preslan explains this by stating that most library school graduates expected that there would be money for new programs; that innovation would be encouraged; and that older librarians would encourage and advise them about joining professional organizations. They expected a job with responsibility, and that there would be money to spend on materials so that a community could be served. He contends that in the library field most academic librarians seem to be concerned with "making people smaller and least than best." Professional meetings are reserved mainly for those who have more seniority. In short, he finds that many new librarians are dissatisfied with their jobs because of boredom.[17] Much of Preslan's article is naive, I would say, but he strikes a familiar note with the word "boring." What do you think?

Thus far, burnout has been defined and its causes have been explored. It is now appropriate to provide some suggestions to eliminate or at least alleviate this situation.

What to do to Combat Burnout

In resolving stress, in-service workshops, or a staff-development session can prove to be invaluable as a way for workers to explore feelings about the work situation. Most important, these workshops should focus on identifying the problems and finding practical solutions when possible. The process of alleviating stress involves four steps: 1) figuring out what the stress is, 2) being aware of its cause or source, 3) recognizing the consequences, and 4) matching the strategy to improve the situation with the nature and cause of the problem.[18]

Other ways to combat burnout includes improving skills through professional growth opportunities, and supporting collective action through professional associations and unions. These organizations can usually solve problems such as job security and adequate salaries better in the long run. Colleges and universities should also expand continuing education offerings that are relevant to their faculty's interests and needs. In addition, colleges should continue to support research to investigate the causes and solutions for burnout.[19]

Another essential attitude for eliminating burnout is to cease "fight" and "flight" patterns of conduct. It is a good idea to take positive steps to introduce new types of materials, to explain the same procedures in different ways, and to change methods of evaluating performance. It is often helpful to redefine success. In other words, accept and learn to live with the less than perfect, or reduce the expectations about what is actually possible to accomplish.[20]

Other practical measures that can be taken are considered "self-improvement" and including reading for pleasure, attending conferences for new ideas, and enrolling in various courses in higher education.[21]

For instructional librarians, in particular, Joan Chambers, emphasizes that they bear the major responsibility for preventing burnout by avoiding repetition year after year. In her words, repeating the "one-hour orientation sessions is exhausting." Furthermore, she agrees with other educators about acquiring a realistic perception of what can actually be accomplished. In the long run a more relaxed session is better for the individual student as well as helping to prevent, or at least alleviate, the problem of burnout.[22]

Several authors suggest that varying tasks is very effective in keeping a job interesting. Preslan feels that librarians should spend time learning jobs in different departments.[23] Baruch indicates that women are happiest when they are filling multiple roles.[24] It stands to reason that within the working role, we will also be most content having several roles. At Westchester, we are doing this already, partly by design and partly because of necessity.

One last point that can be made in connection with correcting burnout is what Ricken terms as the challenge of the superior teacher. We, at WCC, are "all" superior, and therefore this applies directly to us. Superior teachers need as much attention and challenge as those who are less able. He feels that it is important to recognize the staff member who aspires to greater career responsibility. He says that teachers who are personally "growing" continue to glow brightly and do not burn out."[25]

Conclusion

I have attempted to define the term burnout, explain what causes it, and provide some positive suggestions for preventing it. Simply stated, burnout is a condition that any person can experience when their job becomes meaningless. Its causes are usually due to frustrating work conditions, although I believe it can be aggravated by the mid-life crisis syndrome. The best way to prevent it is to recognize the problem by group discussions, and to take positive steps to change what is possible. Personal development, both by formal or informal studying and taking part in professional associations are essential. Something else that has not been mentioned is to develop the ability to laugh at oneself along with others. In addition, the promotion of a humane atmosphere where the subject can be discussed without embarrassment is undoubtedly the single best way for avoiding burnout for any length of time by anyone. In considering the situation at Westchester, I would say than an unusually fine job is being done in this respect.

FOOTNOTES

1. "April Dennis, social worker with Human Service Consultants, Inc., says more workers are becoming subject to 'burnout syndrome'," Chicago Tribune. (June 20, 1979), Sect. 4, p. 8:1. (Reported in Mental Health Issues and Trends: a Topical Report from the NYT Information Service.)
2. Lance M. Gentile and Merna M. McMillan, "Combatting Burnout: a Must for Secondary Reading Teachers," Reading World, 19 (May, 1980) p. 332.
3. Gentile, p. 333.
4. Walsh, Debbie, "Classroom stress and teacher burnout," Phi Delta Kappan, 61 (Dec. 1979), p. 253.
5. Herbert J. Freudenberg, Burnout: the High Cost of Achievement (New York: Anchor/Doubleday, 1980), p. ? It has been suggested that WCC acquire this book.
6. R.H. Needle, "Teacher Stress: Sources and Consequences, "Journalof School Health, 50 (Feb. 1980), pg. 96.
7. Robert Ricken, "Teacher Burnout--A Failure of the Supervisory Process," NASSP Bulletin, (March 1980), p. 21.
8. Ricken, p. 21-22.
9. Grace Baruch and Rosalind Barnett, "A New Start for Women at Midlife," New York Times Magazine (Dec. 7, 1980), p. 198.
10. Michael E. McGill, "Helping Men Beat the After-40 Blues," Family Weekly (Dec. 7, 1980), p. 6.

11. McGill, p. 6.

12. Needle, p. 96-97

13. Needle, p. 97.

14. Ricken, p. 22.

15. Ricken, p. 22.

16. Bruce Preslan, "Bailing Out," Library Journal, (Oct. 15, 1979), p. 2165-66.

17. Preslan, p. 2166-67.

18. Needle, p. 98.

19. Needle, p. 98-99.

20. Gentile, p. 334-336.

21. Gentile, p. 337.

22. Joan Chambers, "Burnout," The Journal of Academic Librarianship, (Nov. 1980), p. 283.

23. Preslan, p. 2167.

24. Baruch, p. 199.

25. Ricken, p. 23.

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THE FACULTY'S ROLE IN REDUCING STRESS AMONG ADULT STUDENTS

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In recent years, there has been an increasing number of adult students enrolling in community colleges. Data indicates that the trend toward an older college student population will continue. The U.S. Census Bureau (1979) reported that colleges have increased their enrollment of students over 35 by 36.8 percent. Women outnumbered men by almost a two-to-one margin in the 35 and over group. Projections by the Cargine Council on Policy Studies in Higher Education (1980) indicated that the number of 18-24 year olds attending college will fall by 23% by 1997, but this drop will be cushioned by an increasing enrollment of adults, women, and minorities. Thes nontraditional students face a unique set of stressors as a result of their college attendance. In many cases, these stressors have been overlooked as having a major impact on the success and retention of the adult student population.

The Stress of the Student Role

If stress is viewed as environmental conditions that require behavioral adjustments (Benson, 1975), then college attendance by any student is stressful. This fact has been extensively described by Farnsworth (1966) and Katz (1968). Both studies found that college students face such stressors as competition for grades, establishing new relationships, and learning the college routine. There is ample evidence that one consequence of these stressors is a level of emotional disorder on college campuses that is higher than the general population at large (Reid, 1967; Thompson, 1976).

In addition to the stressors experienced by their younger counterparts, adult students often face the need to make behavioral adjustments in several other areas. These include role conflicts, managing child care responsibilities, overcoming educational deficits, opposition of spouse, and readjusting to an academic environment. Often, an adult student's self-esteem is challenged. Hooper's (1979) study of mature women returning to college illustrated that self-esteem was directly related to time in school.

Other nontraditional student groups must also contend with stressors in excess of those typically faced by college students. In spite of the Rehabilitation Act of 1973, handicapped students still face major problems related to accessibility of classrooms, laboratories, and social and recreational opportunities (McEver, et al, 1979). In comparing problems perceived by minority and white college students, Webster et al (1979) found that five factors accounted for most of the variance between the two age groups; these factors were alienation, study skills, financial difficulties, negotiating the college system, and discrimination.

As the enrollment of mature women, minorities, and handicapped students increase in institutions of higher education, their ability to handle the stress encountered will, to a significant degree, determine the success of this growing nontraditional student population. Attending college, as most other major life endeavors, can never be made stress-free; but to the extent that undue stress can be reduced within the community college, students may avoid many stress-related problems and increase the probability of completing their studies.

Reducing Stress in the Classroom

Faculty at community colleges are in a unique position to help their students address the stress of college life. By virtue of time and distance constraints, adult students' primary contact with the "college establishment" is the faculty. Recent evidence has also indicated that if faculty do not assist adult students with their concerns, many of which are nonacademic, then they will not be addressed. Johnson (1977) indicated that nontraditional students avoid the utilization of conventional support services. Even if this could be modified, few community colleges presently offer adequate support services to part-time and off-campus students.

The crucial question thus becomes: "In what ways can faculty members help their adult students make the behavioral adjustments necessary to handle the stress encountered in college? There are a number of strategies that faculty could put into practice to reduce undue stress faced by adult students. First, recent years have brought a flood of research findings concerning adult education. It behooves community college faculty to review recent scholarly material concerning adult education and evaluate its applicability to their teaching methods. For instance, research has indicated that as age increases, students' experience declines in short-term memory, speed of response, and willingness to take perceived high risks. These characteristics can affect all aspects of classroom performance, especially test-taking (Knowles, 1970).

Adult students often lack the social supports enjoyed by traditional students. The multiple roles of nontraditional students do not allow much time to develop social or academic support networks within the college environment. It is not uncommon for adult students to feel isolated from younger classmates. In order to facilitate a student support network, the instructor could plan activities that would create or provide cooperative and interactive experiences related to the course objectives. This is particularly useful during the first few weeks of the course. Part of the interactive process could be the opportunity for students to obtain background information on previous educational or career experiences of their classmates and share this information with the instructor. The utilization of self-directed learning methods (i.e., learning contracts) could also be employed as part of a course to share the responsibility of the educational process (Knowles, 1973). Self-directed learning methods not only create cooperative relationships in the classroom, but permit adult students to build on already existing knowledge and skills.

A third strategy to reduce the stress often felt by adult students is the creation of a psychological climate in which the learner feels accepted, respected and supported. The existence of a spirit of mutuality between the instructor and students should pervade the classroom atmosphere. Through active participation in the learning process, adults will come to view the class as an uplifting growth experience, rather than another draining hassle in their complicated lives.

The stress and resulting behavioral adjustments associated with starting or returning to college can bring difficulties in the student's family, work or community roles. An adult student's success in completing a course or a degree to a large extend depends upon his/her ability to cope with non-academic problems. Since the faculty is frequently the only contact the nontraditional student has with the college community, instructors are in a special position to help the student deal with these concerns. This does not mean that a college instructor must assume the role of a professional counselor. Faculty does not have the time nor inclination to take on this role, but neither complex professional training nor an extensive time period is necessary to help the large bulk of adult students experiencing the normal stress associated with a transitional period. There is ample research evidence that helping/counseling skills have been effectively practiced by a wide variety of paraprofessionals and nonmental health professionals (Carkhuff, 1969). The essential ingredient must be the development of rapport and the use of effective listening, responding, and referral skills (Egan, 1975).

The instructor desiring the help students solve problems associated with their college attendance should first build a good relationship with his/her students. This rapport is often a natural by-product of building a supportive psychological climate in the classroom. Attending to individual student concerns about the instructional program with empathy, genuineness and respect will also foster open communication. Second, responding with open-ended questions and avoiding premature advice will allow troubled students to examine their own situation more critically. Student-initiated options should be solicited. From these options or alternative solutions, a plan of action can be developed. Motivating the student to take even a tentative step toward implementing his/her plan is crucial to resolving a stressful problem or crisis. Lastly, the instructor shows his/her concern for the student by following up on problem solutions attempted by the student. If the situation is beyond the student's coping ability, knowledge of college and community resources is essential for making an effective referral.

An example where an instructor's use of counseling skills would be appropriate might be the following situation:

> Mrs. A is a mature woman starting college after raising a family. She has spent the major part of the last twenty years as a homemaker and is doubtful she can do well academically and keep up with the younger students. In addition, Mr. A is not enthusiastic about her taking on this new role at this point in life. After the first class, Mrs. A asks her instructor if he thinks a woman her age can successfully complete college.

The use of basic counseling skills could reassure this student. The instructor might use an open-ended question such as, "What do you see as some of the obstacles that would prevent you from completing your degree?" From that point, the instructor could reassure here that age is no barrier to being a successful student. Indicating that other mature women have successfully completed college and offering to help this student contact other adults who are now in college might be of great value. In addition, it would be helpful to discuss with this student the fact that assuming a new role often requires other family members to change old behavior patterns and attitudes. Often this process occurs slowly.

Obviously, college faculty cannot devote a substantial amount of time to counseling students, but the instructor who utilizes the basic skills of interpersonal relating can assist students to clarify problems, develop alternatives, and deal effectively with stressful issues. In the long run, this faculty member will not only have a significant effect on the adult student's success in a course or a degree program, but make the educational process more rewarding.

Summary

As the number of adults returning to college grown, faculty members will shoulder a special responsibility to assist these students in a very stressful life change. This will require faculty to reexamine their educational philosophy and practices. The success of the adult student will, to a large extent, depend upon the faculty's willingness to learn about this new college population and implement different instructional methods and ways of relating to their students.

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THE DEAF STUDENT IN YOUR CLASSROOM: SUGGESTIONS

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The presence of a hearing-impaired or deaf student in the classroom or laboratory environment may present a challenge to you. Here are some tips for improving the situation:

1. Keep your usual focus in your presentation in the classroom or laboratory environment and don't allow yourself to be distracted by the presence of the student's interpreter.

2. Your students will initially be fascinated and perhaps distracted by the finger (manual) communication performed by the interpreter. The students tend to focus on that process rather than you. This will only be temporary and the novelty will soon wear off.

3. Pace your lecture or instructions to allow time for the interpreter to perform the translation. Don't stop talking, just slow down.

4. When using technical terms or jargon for which no communications sign has been developed, allow some additional time for the interpreter to "finger-spell" the term(s). This may aid not only the deaf student but the other students as well.

5. Ask one or two students in the classroom or laboratory to take notes for the deaf student. NCR-type paper (carbonized sets) should be available for this purpose from the student or the Counseling Center. You may have to ask more than once. So don't be shy. The deaf student cannot take notes and pay attention to his/her interpreter as well. (Notes taken by two different students may help to ensure that all of the presentation material has been captured for the benefit of the deaf student.)

6. When you distribute handouts, be certain to include the interpreter in your distribution pattern. The availability of such materials facilitates the interpretation process.

7. Expect the interpreter to ask questions about the subject matter. He/she is simply communicating the deaf student's question.

8. Use the interpreter to communicate your thoughts and ideas to the deaf student either before or after class. Conduct the conversation in the same manner as you would with "hearing" persons.

9. Be sure to ask the deaf student if he/she understands your ex-

planation, instructions, and so forth.

10. In a laboratory environment, make certain that the deaf student and not the interpreter does the work. I have found that sometimes a deaf student will assume a helpless do-it-for-me posture.

11. Remain calm if the interpreter does not appear for a lecture or laboratory session. In the lecture you will definitely count on your "note-taker(s)" to capture much of the lecture material. In the laboratory you will find it necessary to interact directly with the deaf student. Show your adaptability and don't assume a frustrated look because it will only heighten your deaf student's anxieties. Notify the Counseling Center if the interpreter is continually absent.

12. Your student will not be an expert lipreader. Lipreading is only partially effective, and you may have to utilize an alternate form of communication, such as writing.

13. Your deaf student may be a slow or poor reader. (You may have "hearing" students with the same difficulty.) This situation may present a problem in testing situation, and you will have to use your own judgment on time allowances.

14. Establish a fair standard for all students. In grading tests, projects, final averages, etc., you may find yourself to be unduly compassionate toward the deaf student. You may find yourself awarding extra points for the handicap rather than the quality or quantity of work. If your compassion overfloweth, you may find other students letting you knoweth.

15. Film and slide presentation may be a total loss to the deaf student. Usually, the inadequate lighting of the room and the logistics will make the interpreter ineffective. You can salvage the situation by preparing a brief summary of the presentation for the student. Or, if time permits, summarize the presentation in the class so that the interpreter can communicate the information to the deaf person.

16. You may experience a personality clash between the interpreter and the deaf student. Strange as it may seem, you may actually witness an argument between the deaf student and the interpreter, in the classroom or laboratory. Notify the Counseling Center if the situation persists so that they can help resolve the matter.

17. The deaf student and the interpreter are an integral part of your classroom or laboratory. Don't put them on the sidelines.

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A PASSAGE TO FICTION: USING NON-FICTION IN THE LITERATURE ELECTIVE

by Maryanne Vent
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In "The Art of Fiction," Henry James described the novel as history. As a good Aristotelian who believed that a novelist gives us a picture of a world that is real, objective, and external, James emphasized the social experience of the writer and the reader. The novelist writes from experience, and his fiction is a representation of social reality.[1] William Faulkner, a writer who differed from James to the extreme in style, sensitivity, and thematic concerns, echoed James in an interview for the Paris Review in 1956. Faulker discovered that what he called his own little postage stamp of native soil was worth writing about; in creating the Yaknapatawpha saga, he said, he sublimated the actual into the apocryphal and created a cosmos of his own.[2]

As these comments suggest, James and Faulkner shared a common awareness of the historical and cultural context of fiction and of the essential relationship between a literary work and the social reality it renders. Their insights tell us something about why our students often dislike literature. It is incongruous to ask that eighteen- year olds have a sense of history. Yet, as teachers we recognize that students cannot function as effective critics unless they have a similar awareness. But our students are frequently underprepared in related content-area courses and lack experience responding to fiction. When they fail to translate literature into a coherent and rational scheme, they logically conclude that literary study is futile and distasteful. Our assumption that a writer's world is reflective of their own is unwarranted, nor can we rely on their knowledge of history, autobiography, sociology, or psychology to provide the background that is often necessary in the process of understanding fiction.

As James pointed out, the writer and the historian share a common subject matter. Nonfiction can provide a passage to fiction when it creates an understanding of a foreign cultural milieu and thereby enables students to glimpse, for example, the psychosocial, economic, or political currents operative within the work, i.e., those elements that sometimes predetermine the behavior of characters and the biases which influence the writer. In using nonfiction with community college students, we are taking the first step in preparing them for formalist criticism of literature.

In grappling for an instructional approach that would inform students in an interesting and painless manner about history and sociology, I first have to contend with the orthodoxy that formalism or New Criticism is fundamentally nonhistorical. In their influential Theory of Literature, Wellek and Warren recognized that "the study of literature should, first and foremost, concentrate on the actual works of art themselves."[3] They assumed a dichotomy between intrinsic and extrinsic modes of literary study. Intrinsic places emphasis exclusively on the text with attention to factors such as language, structure, wit, irony, or paradox to name a few; extrinsic, or what we have referred to as historical, places emphasis on the cutural context of literature. The Theory of Literature reflects Wellek's and Warren's intolerance for the extrinsic approach. In most cases, they conclude, the extrinsic approach degenerates into a causal explanation that accounts for a literary work by reducing it to its origins, be they social, biographical, historical, or other.[4]

As teachers many of us recognize that the objective of formalist critics is the objective of student-critics, that is, a careful analysis of the text regarded as an autonomous whole. In the classroom, however, we also recognized that our students, unlike formalists, lack sharpened critical skills, wide reaching familiarity with literature, and a knowledge of historical and cultural backgrounds other than their own. Reading nonfiction will not immediately turn students into informed and responsive critics. It is a first step in a total process, from history and biography through art to judgment. Nonfiction bridges the differences between formalists and students to the extent that students become familiar with a fictional world that has little in common with their own. It is this sense of place that prepares them to contend with larger critical questions that frequently depend on a prior knowledge of context.

This instructional approach is not applicable to every literature elective. Genre courses, for example, lack a homogeneous subject matter, nor are there overall questions of influence or development to follow. Poetry courses tend to focus on personal or lyrical elements; the landscape of a poem is more often internal than external. When history or biography enter literature, not as background but as contexts that informs the works themselves, i.e., in electives in a period, a major figure, or an historical event like the holocaust, the responsible student-critic must come to terms with these broader contexts and relate them to fiction as keys to content. To illustrate this approach in its practical application, I have selected a course design on the Southern Renaissance to examine the role of nonfiction in the literature elective.

The term Southern Renaissance is used to describe the period 1930 to 1955. As Southerners sought to examine their tradition during this major cultural movement, they produced a body of significant fiction, sociology, history, political analysis, autobiography, and innovative forms of journalism. The fiction of the period may be described either as Southern fiction or as literature set in the South. In the first, the South as an historical-cultural entity is thematized in a clear-cut way. In the latter mood and ambience may be rendered with startling concreteness, but questions of regional import are not predominant. Faulkner's Go Down, Moses is a novel that is uniquely Southern. Through a series of self-contained stories, Faulkner traces the history of racial relationships and the import of that history on Issac McCaslin, the novel's protagonist. In this complex work, Ike emerges into historical self-consciousness as Faulkner explores the values and beliefs that Southerners expressed in their attitudes toward the region, the family, the relationship between the elite and the masses, and between the races as mirrored in the phenomena of incest and miscegenation. As Richard King points out, the history of the McCaslin family stands for the history of the South. Geneologically, the McCaslin family is composed of whites and blacks who are children literally and metaphorically. The motif of possession, of land, slaves, and sons reveals the history of domination which is the history of the McCaslin family and the region.[5]

Coming to terms with Go Down, Moses is not merely a question of literary sophistication. For most of our students, the world of Issac McCaslin is an alien place where issues such as the power of the formal social code, the tension between the natural and social man, and the history of accumulated moral guilt are inexplicable in the light of their literary and personal experiences. Excerpts from historical nonfiction such as W.J. Cash's The Mind of the South serve as a gloss on Faulkner, for they acquaint students with the wider social resonances throughout the novel. Cash discusses, for example, the clinging to a grandiose past, the effects of slavery on the blacks, its corrupting effects on the entire culture, its contribution to the white guilt, the rape complex, the fantasy vision of the Southern patriachal family and of the South itself as family, and the way in which sex, race, and social structure were closely linked. Despite its shortcomings, The Mind of the South illuminates the Southern experience that is the raw material of Faulkner's novel. In scrutinizing the Southern ethos from a moral and historical point of view, Cash describes the culture that virtually determines the pattern of Issac McCaslin's life in the novel. The conclusion that students who read Cash will read Faulkner with ease is readily disproved. Context, however, illuminates content. Go Down, Moses exists within a surrounding context that shaped Faulkner's world and informed his fiction.

Alfred Kazin once described a student of his who was reading Zola as a "tourist in a foreign country; he could imitate the language but he did not understand it."[6] This could be said of many of our students who insist, with good reason, that literary language is a foreign language. These students who lack sophisticated reading skills will have fewer linguistic difficulties when theme and content in fiction are foreshadowed by nonfiction. Language in nonfiction is rarely fraught with the complexities of fictional language, the material of literature and the medium of communication that frequently and ironically obscures content to the dismay of our students. When they read nonfiction, however, they need not struggle with distortions of time, flashbacks, and convoluted chronology. A practical guiding purpose rather than an aesthetic one results in clarity over complexity in structure and organization. While fiction is highly connotative and abounds in ambiguities, nonfiction tends toward denotation and makes a point in a relatively straightforward way. To the extent that the thematic relationship between history and literature is as strong as that between The Mind of the South and Go Down, Moses, then history paraphrases literature. While we can argue that the distinction between content and form is a matter of semantics, we recognize in practice that students are more inclined to battle with linguistic difficulties when content provides them with insight into language and structure.

The parallels between nonfiction and literature set in the South are less striking. The wider regional implications are absent, and the thematic concerns of this fiction are central to works in modernist literature that have no bearing on the South. Still, there are assumptions, customs, and norms that are regional, as well as incidents and characterizations that reflect a particular cultural climate. Feeling that there is no necessary connection between their experience and that described in literature, students are apt to decide that the work in question is isolated, unreal, or irrelevant. While they may have a vague sense of the general outline of a literary work, their perception is limited by their inability to recognize the historical or cultural significance of fictional elements that are interrelated within the overall design. This recognition deepens their insights into the complexities that lie beneath a central generalization.

When there is a connection between characterization and an unfamiliar historical or cultural context, students feel no community of interest between themselves and the character. Nor are they convinced that a character whose external behavior, inner conflicts, or motives are alien to their own could appear somewhere in actual life. The character of the white mother in what is fundamentally a patriarical society is a good example. Often sexless, often standing at the fringes, these characters are not at the center of the fiction. At the same time, the black mother plays the role of the kind foster parent as she nurtures and sustains in the absence of the white mother. In Carson McCuller's fiction, strong, white female figures are absent. In Member of the Wedding, for example, the only source of stability, companionship, and nurture is Berenice, the black servant. When Joe's idealized white mother dies of pneumonia in Capote's Other Voices, Other Rooms, she is replaced by his stepmother, a neurotic, grotesque, and inadequate substitute who lives in the past. The only comfort he has, at least initially, is Zoo, the black woman who befriends him. As Mr. Head and his motherless grandson, Nelson, wander through the city in Flannery O'Connor's "The Artificial Nigger," they notice a black woman standing in a doorway. Ready to collapse at her feet, Nelson experiences a feeling he has never known before. She is mother and temptress as the boy "suddenly wanted her to reach down and pick him up and draw him against her and then he wanted to feel her breath on his face."[7]

Exerpts from Lillian Smith's Killers of the Dream lend a greater sense of reality to these characterizations. Smith analyses the problem of the "two mothers." White upper-class Southern children were brought up and nursed by black women who worked for their families. According to Smith, the chief victims of this cultural tradition were white women who came to be idealized and etherealized by their husbands and children, especially sons, who looked to black women as a source of warmth, security and sensuality. Southern women lost the loyalty of their children and husbands, acquiesced in their desexualization, but retained their official social role. Since the nurturing union with the black women never received social recognition, however, a "ghostly aura" surrounded these relationships.[8]

Smith's relatively brief analysis, though more detailed than I have recounted here, is evidence that creating character is neither a conditioned reflex nor a matter of the creative imagination divorced from reality. History makes it more difficult for students to cling to the stereotype of the writer as withdrawn and isolated from society. This view is dispelled by a more realistic perception of the artist as a sensitive critic of his or her environment who writes, as James observed, from experience. For most of our students who, like Plato, believe that literature is a lie, this view of art and the artist is corrective. As fiction echoes nonfiction, students are more willing to consider the possibility of objective certainty about subjective truths. It is less tenable for them to insist that literature is irrelevant when they recognize that fiction arises in close connection with particular social institutions and that many of the questions raised by literary study are ultimately social questions.

Aside from its exegetical value, nonfictional prose often has considerable stylistic merit, and on these grounds is the appropriate subject of literary study. It would be a narrow value judgment to dismiss nonfiction as non-literature, hence to disregard the aesthetic worth of style, composition, and general force of presentation. There are essays like Katherine Anne Porter's "Portrait: Old South" which contain elements that we expect to find only in fiction. In her essay, Porter recreates the character of her grandmother, an elegant Southern woman who remained, she writes, noble unreconstructed during the aftermath of a lost war. Her grandmother emerges as a woman we know and understand as Porter develops the various facets of her character. She is a beautiful and lavish woman, a nurturing maternal figure, and an individual who rode horseback at a gallop and smoked cubeb cigarettes though she imagined she would enjoy the taste of tobacco.[9] There is direct and indirect presentation of character. Porter tells us what her grandmother was like and shows us her character in action as she moves through a series of remembered incidents. Porter's essay challenges the view that only fiction is imagined and, therefore, the only appropriate subject of literary study.

Having said all this, I would like to show how other works of fiction and nonfiction complement each other in a course designed on the Southern Renaissance. The supplemental nonfiction that students are required to read is related to class discussion of literary texts. Nonfiction is placed on reserve in the library. The course is divided into two segments. The first concentrates on the beginnings and development of the Southern Renaissance, the period 1930 to 1945 when writers like William Faulkner, Thomas Wolfe, and Allen Tate began to examine various aspects of their tradition. Themes such as the cavalier hero, the patriarchal family, the loss of the past, and relations between whites and blacks dominated the fiction of the period. Literary texts like Faulkner's *Go Down, Moses*, Caldwell's *Tobacco Road*, Wright's *Uncle Tom's Children*, or Wolfe's "The Lost Boy" or "The Child by Tiger" are appropriate here. Related nonfiction includes any of the following: Twelve Southerners' *I'll Take My Stand*, Odum's *Southern Regions*, Cason's *90° in the Shade*, Cash's *The Mind of the South*, Percy's *Lanterns on the Levee*, Agee and Evans' *Let Us Now Praise Famous Men*, or Smith and Snelling's essays in *South Today* and *North Georgia Review*.

The second segment of the course deals with fiction written between 1945 and 1955. After 1945 Southerners were less emotionally preoccupied with their tradition *per se*; rather, the South was seen as a setting or place incidental to theme. It was, as Eudora Welty put it, "The place where I am and the place I know." The place writers knew was now viewed with ironic detachment as they experimented with the grotesque in setting and characterization. The fiction in this section might be Eudora Welty's *The Golden Apples*, Capote's *Other Voices, Other Rooms*, McCuller's *Member of the Wedding* or *Ballad of the Sad Cafe*, or O'Connor's *A Good Man is Hard to Find*. Nonfiction of the period includes selections from any of the following: Wright's *Black Boy*, Porter's "Portrait: Old South," Vann Woodward's *The Burden of Southern History*, Welty's "Place in Fiction," Powdermaker's *After Freedom*, and O'Connor's *Mystery and Manners*.

Although our student body has changed over the years, our approaches to literary study remain relatively constant. As teachers we inherit the old-fashioned idea that students ought to like literature, or at the least, that they be motivated to read and academically prepared to be critical. Experience in the classroom, however, corrects these misconceptions. Traditional primary and secondary source material is sometimes insufficient when student are underprepared in related disciplines or unpracticed in their reading skills. To supplement these gaps in preparation and to lessen linguistic difficulties, nonfiction is often a more congenial passage to fiction than literary criticism alone. More importantly, students are required to practice their skills as thinkers by discovering for themselves the parallels between fiction and nonfiction, and by relating them to fiction as a basis for interpretation. As parallels bring the differences into focus, students have a guided opportunity to learn something about the nature of literature. When history and literature share a common subject matter, the student has a concrete example of the aesthetic distinction between raw material and artistic product. Together, the parallels and the differences illustrate the impact of culture on a writer, as well as the personal dimension that informs his or her work, that is, the artist's creative imagination and moral and aesthetic sense in responding to culture.

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[1] Henry James, "The Art of Fiction," in The Portable Henry James, ed. Morton Dauwen Zabel (New York: The Viking Press, 1968), pp. 390-391.

[2] Jean Stein vanden Heuvel, "William Faulkner," in The Paris Review Writers at Work, ed. Malcolm Crowley (New York" Viking Press, 1958), p. 141.

[3] Wellek and Warren, Theory of Literature (New York: Harcourt, Brace, and World, Inc., 1956) p. 139

[4] Ibid, pp. 73-74.

[5] Richard King, A Southern Renaissance (New York: Oxford University Press, 1980), pp. 131-33.

[6] Alfred Kazin, "The Function of Criticism Today," Modern Criticism Theory and Practice (New York: Odyssey Press, 1963), pp. 206-207.

[7] Flannery O'Connor, A Good Man is Hard to Find in 3 by Flannery O'Connor (New York: The New American Library, 1955), pp. 206-207.

[8] King, pp. 185-93.

[9] Katherine Anne Porter, "Portrait: Old South" in The Collected Essays and Occasional Writings of Katherine Anne Porter (New York: Delacorte Press, 1970), pp. 160-65.

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PERSPECTIVES FROM A PRESSURE COOKER: GENERAL EDUCATION IN TWO-YEAR COLLEGES

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Two-year colleges in this nation have had a deep commitment to general education from their inception; part of the rationale of William Rainey Harper and other influential educators for establishing separate two-year postsecondary institutions was that the time period directly following high school graduation was best for developing in students the necessary skills, breadth of knowledge, and habits of mind that would make for a broadly educated individual. Now, in the wake of the fragmentation of the curriculum during the 60's and 70's at four-year institutions, educators are returning to the concept of core requirements. Many schema and formats have been proposed, most prominently the Harvard-Rosovsky report and the recent recommendations of Boyer and Levine of the Carnegie Foundation for the Advancement of Teaching. While it is true that interest in general education has been steadily maintained in most two-year institutions, especially those with strong transfer programs.

Interest in general education reform today is at an all-time high in the two-year college sector, but progress is slow because--in addition to all the factors which tend to vitiate change in four-year institutions--the two-year college must deal with constraints of time and missions which are, if not unique, at least perceived by faculty and administrators as special. Arthur M. Cohen, President of the Center for the Study of Community Colleges and Director of Eric Clearinghouse for Junior Colleges at UCLA, has stated that two-year colleges increasingly are becoming institutions devoted to "The 3 C's: compensatory, career and community service education." The comprehensive two-year college must find room in its crowded agenda for a philosophy of general education that will be compatible with the expressed needs and often disparate desires of its students. How does one ladle out the ingredients of G.E. subject content when one is in the pressure-cooker of a commuter college that is open-door, vocationally-oriented, and responsive to the recreational and organizational interests of the local citizenry? Will the president and/or academic dean pay as much attention to excellence in general education as he/she does to the reading lab, to securing adequate space for the heavy equipment in air conditioning technology and to fixing the hours and fees for recreational swimming for adults? A further complication is the reluctance of many students, especially at public colleges, to follow a curricular track or heed advisement. They regard the community college as their tax-supported edifice and see no reason why they should not take courses in political science and motorcycle repair concurrently and have them both count toward a degree. Many are not interested in earning a degree.

They want to upgrade their job skills, plan to transfer to another institution next September or are returning after some years away from college to earn the credits they need toward a degree somewhere else. They drop in and drop out, full-time and part-time, with an insouciance that riles academic traditionalists. Where in the 60's and 70's the dominant metaphor for the college curriculum was a cafeteria, today the comparison that comes to mind is a service station. Some students come in to change their oil and for a lube job (returning adults and seniors), some because their vehicles are malfunctioning and need a complete overhaul (the developmental students), and some for a few gallons to reach their destination (the job skill trainee and quick transfers. There are still some who are willing to fill their tanks--at least for two years.

Despite these factors, progress in general education reform is being made. Leadership in the field tends to come from those states where the two-year public college systems are well established.

Miami-Dade in Florida spent several years developing innovative multidisciplinary core requirements for its Associate in Arts, Associate in Science and Associate in General Studies programs which require universal placement testing of entering freshmen for basic skills competencies. Jeffrey Lukenbill, the soft-spoken Director of General Education, admits to having had "problems" implementing these programs in this multi-campus district which serves 35,000 students, but this massive effort has gained national attention.

On the other coast, Monterey Peninsula College's Gentrain program (General Education Train of Courses) is now in its seventh year of operation. Its approach is nontraditional; the program is divided into fifteen independent two-week segments covering specific periods in Western civilization and is team-taught from a variety of disciplinary perspectives. The programs satisfies all of MPC's general education requirements except English composition and a science course. Classes are scheduled conveniently to minimize the number of times MPC's many part-time students need to come to the campus.

Less publicized but chugging along an interesting philosophical track is the General Education Model at Los Medanos College west of Stockton, California. When this college was in the planning stages in 1972, its curriculum was built from the ground up on principles advanced by Hutchins and other theorists of general education; it requires that all students choose one course in six areas of human knowledge: physical science, biological science, social science, behavioral science, language arts and humanistic studies. A conscious effort is made to teach whatever course is chosen in an intradisciplinary manner, i.e., to show the commonalities and interrelationships in each field of knowledge. Before earning their degrees, students must take two capstone interdisciplinary courses: one which deals with societal issues (survival problems such as energy and its ecological implications, population growth, etc.) and one that deals in depth with ethical inquiry into a particular problem, such as crime and violence in America. Faculty guard against betraying their biases, and emphasis is placed on self-directed study and helping students arrive at their own solution to complex problems. Grants from the Office of Education and N.E.H. have helped this program but its success seems rooted in the vision of its founders and faculty.

Still, with the swing toward vocationalism, the problem of integrating general education into career programs designed to prepare students for employment in one or two years poses immense difficulties. One way of addressing the problem is to develop modular units, either lectures on video tape or live presentations by humanists or social scientists, for use in business, nursing or law enforcement courses. Such an approach has been followed at Johnston County Community College in Kansas with some success.

Another problem is the high risk developmental students who pass through these "open door" institutions not yet ready for college-level general education courses. At Illinois Central College, the Doors program (Development of Operational Reasoning Skills) is a consortium of seven community colleges which is working on developing a network of cognitive-based, reasoning skills programs for entering students. Some rather remarkable Cognitive Skill Remediation materials for the natural sciences have been developed at Jefferson Community College in Louisville, Kentucky.

A few two-year colleges have participated in the College Outcomes Measures Project now in its fifth year under the aegis of American College Testing, which is establishing norms in six general education areas to help measure the efficacy of individual college G.E. programs. But as yet, no community college has developed the sophisticated competency-based general education testing programs in place at four year institutions, such as Brigham Young University or Alverno College in Illinois.

According to Arthur Levine of the Carnegie Institute, conditions are once again ripe for a third revival of general education in our nation's colleges after the initial surges of the Twenties and Fifties. It is true that two community colleges are participating in Project GEM (General Education Models--a consortium of fourteen colleges with active committees constructing new core curricula) but as yet the majority of community college administrators do not place G.E. reform high on their list of priorities. Most State Community College Boards subscribe in theory to the importance of general education but, in practice, tend to leave prescribed distribution requirements to the individual schools. It is surprising to learn that in the State of Michigan--where general education was once practiced by a dedicated faculty at Michigan State's University College--a community college student who is not transferring to a four-year school is not required to take any G.E. courses except composition and political science.

In New York State, a Community College General Education Association came into existance when several SUNY four-year college conferences were held to restore balance to the curricula, which assumed that SUNY's two-year schools would follow the new initiatives. It became apparent that SUNY two-year colleges felt that their problems in revitalizing the core could best be addressed by forming a group and exchanging information about curricular and instructional innovation. This fledgling association has held two annual conferences so far, at which the unique problems of the pressure-cooker that is the modern two-year colleges have been enunciated. Some of these problems are as follows:

-- It is estimated that only 50% of two-year students transfer to upper division schools; some observers would put the percentage even lower than that. In the compressed time-period available to the career student, how does one train paraprofessionals in health care and human services and still impart breadth of knowledge and develop inquiring minds? More important, how does one convince students (and often their occupational mentors) that courses in math and history are important?

--As tax-supported comprehensive institutions, community colleges must convince local commerce and industry that they are meeting the needs of county and city employers. Personnel managers usually claim that they want to hire applicants with good writing and speaking skills, the ability to get along with people and to adapt to changing job technology. In practice, they hire those with short-term job-related skills--not the future executives. How does one find a common learning that will rid the personnel people of this kind of double standard?

--The Open Door policy of two-year institutions and their low-cost, easy-access features have brought the promise of upward mobility to ethnic minorities and provided an effective alternative route for traditional students who want to save dollars en route to graduate school. How does one design a general education program to accommodate the widely divergent learning styles and motivations of these groups?

If--as has been predicted--two-year colleges in the eighties will defy the dire demographic predictions of educational forecasters, because of economic factors and their unique delivery systems, then we may expect that the two-year colleges will be a locus for change in general education. Indeed, that is where the action will take place. While the pressurized environment of the two-year college may be a hindrance, paradoxically the complex problems faced by harried administrators, overworked faculty and socio-economically diverse students may result in ingenious solutions. Perhaps from this pressure cooker genuine progress is general education reform will emerge.

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INTEGRATING THE HUMANITIES AND BUSINESS EDUCATION

by John F. Cadigan, Jr.
Instructor in Business
Administration
Erie Community College
South Campus

Business administration will remain a hot ticket in community colleges through the 1980's. Recent high school graduates as well as returning students will continue to be attracted by the practicality of business education and its broad adaptability to the job market. As the national economy shifts from an industrial to a service base, the demand for trained managers in all fields--retailing, accounting, marketing, data processing and management--will increase.

Community colleges have responded admirably to this trend by expanding business curriculum offerings, hiring more business faculty and updating business programs to meet the changing needs of the marketplace.

But in this effort to produce job-ready graduates with functional business skills there is a danger that business education has become too specialized, narrow and somewhat myopic. Frequently, this has resulted in a diminished capability to provide business students with a basic anchoring in the humanities--English, literature, language, philosophy, religion and the arts.

Are business administration programs notably deficient in the humanities? Would business students benefit from humanities enrichment? If so, how can this be accomplished?

These and related questions were addressed in a groundbreaking institute entitled "Integrating the Humanities and Business Education in Community Colleges" held in June, 1981 at Mohawk Valley Community College in Utica. Cosponsored by the National Endowment for the Humanities and the Community College Humanities Association, it brought together for the first time teams of humanities and business faculty members from community college across the national to study and propose solutions to the integration issue.

The consensus developed at the institute was that business and the humanities should begin communicating and interacting for their mutual benefit. Both have a great deal to gain from an interchange of principles, values and methodologies.

Business would certainly profit from the traditional insights of the humanities. These time-honored disciplines can provide business students with an invaluable perspective on the role of business in society, enhance critical thinking abilities, improve self-expression and suggest viable modes of decision-making.

The humanities stand to benefit from an intimate exposure to the realities of the business experience. Business furnishes the humanities with an exciting opportunity for relevance and involvement. And since business enterprise is a truly human activity ought it not be considered a legitimate area of inquiry for the humanities? Cannot trade open the soul?

Beyond these aesthetic overtures, there are a number of specific topics where the humanities and business quite naturally overlap. Separation here was never justified in the first place. These include:

Ethics. . .No one needs to be reminded of the vast array of ethical dilemmas facing business today. These span such issues as fair profits, white collar crime, disclosures of corporate information and employee rights. As the business community searches for answers it must turn to philosophy and ethics for guidance.

Social Responsibility...This popular cause revolves around the appropriate role business should play in modern society. Emphasis is placed on the unwritten social contract existing between business--its employees, community and environment. As business seeks to meet this developing responsibility, it will repeatedly turn to the humanities for a value-base and creative solutions.

Communication. . .A prevalent problem facing the business community today is ineffective and inefficient communications. This wastes time, damages productivity and cost money. Business at all levels is in dire need of a transfusion of practical, working communications skills.

History. . .The history of business can be considered on its own merits or as an integral component of American history. Business students would be in a better position to understand and evaluate the current business situation in the light of its historical roots. The history of business legislation and regulation is a case in point.

Literature. . .The focus here might actually be on a search for quality business literature. Why does so little of it exist? How can serious work in this uncultivated field be encouraged?

Media. . .The relationship of business and the media provides an avenue for provocative, innovative research. What effect does the media have on public perceptions of business and business people? Qualifying media would encompass film, television, radio, magazines and newspaper.

International Studies. . .During the rest of this century, international trade will assume greater economic and political significance. Success in international trade will be predicated by an appreciation of the customs, values, language, culture, social structure and business practices of our trading partners.

The above agenda is decidedly business oriented. On the other hand, special mention must be made of the pressing need for humanities majors to receive a basic, fundamental introduction to the dynamics of American business and the economy.

Probably no other institution has such a pervasive effect on national life than business. Yet the absolute lack of familiarity with business, even among highly education humanities scholars, borders on the scandalous. The time has come to incorporate a general business offering as a central component of every higher education core curriculum.

There is practical value for the humanities student here as well. A working familiarity with the business world may give them a competitive edge in the job market as they attempt to apply their abstract skills to functional employment requirements.

Does this proposed synergy of business and the humanities portend a new breed of academic generalist able to straddle both disciplines comfortably? Ideally, this would be the case. Practically, there are a number of alternate ways this synergy can be realized.

Modules. . .Carefully prepared, well-integrated modules could be developed for a number of humanities and business applications. An example would be a business history module applicable to both history and business course offerings.

Integrated Courses. . .Full semester courses taught by a faculty member who has studies across the disciplines is another option. A possibility would be an interdisciplinary course in American business literature taught by an English or business professor.

Team Teaching. . .This is potentially the most interesting approach because it permits a humanities and business faculty member to combine nder one roof all the diverse reources at their disposal. The reult can be explosive especially when the team becomes as one. An xample of team teaching would be an ffering in business ethics where he business professor described the ealities of the business problem nd the philosopher discussed its ethical implications and ramifications.

Actually, the range of combinations in integrated teaching is limited only by the creativity and motivation of involved faculty.

As a direct result of the NEH/CCHA institute, a number of efforts are already underway in community colleges across the state to initiate the integration process. Here are some instances of current activity.

At Dutchess Community College in Poughkeepsie, Martha Afzal (English) and William Harwood (Business) are developing a pilot course on business in literature. The course will deal with how business may effect individual values, and conversely how humanistic values can effect the conduct of business of portrayed in various literary forms.

At Jefferson Community College in Watertown, John Deans (History/Political Science) and Keith Yanhod (Business) have mounted a three-pronged strategy for integrating the humanities and business in the academic programs of both areas. Phase one focused on ways of raising faculty awareness of the goals, purposes and content of offerings in both areas. Phase two isolated techniques for assisting faculty advisors in counseling students in their selection of suitable cross-disciplinary electives. Phase three consists of a concentrated effort to improve writing skills across all curriculum and in all facets of college life.

At Monroe Community College in Rochester, Frances Osborn (English) is developing a series of modules exploring business as depicted in the novel. Selected works will be considered and evaluated from both a humanistic and business point of view.

At Tompkins-Cortland Community College in Dryden, Frederick Janke (Business) and Patricia Yantz (Liberal Arts) will coordinate a staff development program to acquaint faculty with opportunities to transfer knowledge and learning across disciplinary lines. Such transfer could be accomplished from history to business, for example.

At Erie Community College in Buffalo, I am developing a business

COMMUNITY COLLEGE STUDY ABROAD PROGRAMS — INFLUENCING TOMORROW TODAY

by Jonathan W. Lambert
Coordinator, Center for
International Students
Rockland Community College

The past thirty years have seen changes that have widened our horizons and changed our attitudes. Today's youth know the world as complex and rapidly changing. This swiftly moving "present" is the only reference they know and contemporary society reflects the incorporation of a diversity of ideas, concepts and beliefs.

Within this world the American community college has accepted an egalitarian role within a historical, meritocratic framework. Its unique mission allows it to provide educational experience based on pragmatic, identifiable needs, coupled with an acceptance of the need for sound, academic curricula. It has been able to develop into a multifaceted, comprehensive institution which provides access into college for individuals who (historically) would never contemplate such an activity. Yet, despite this new and exciting role the college remains true to the philosophical tenets of American education: to provide a forum wherein the student is encouraged to question as well as learn; to come to a growing awareness of the function of "Knowledge" and its use in the contemporary world.

Contemporary society; what is it? The diversity of values, beliefs, attitudes and behavior within our own United States speaks to the immense problem of definition. "Community," in its contemporary sense, has expanded beyond the traditional definition of a society of people linked together by a common condition of life. The common condition must be seen as "this spaceship Earth," rather than a local geographic entity. Our world is now recognized to be an interrelated organism of complex, mutually-dependent parts. Exological or economic, a localized catastrophe wreaks havoc through immutable chain reactions. People can now travel at three times the speed of sound, transoceanic communication is instantaneous--small wonder that today's youth, consciously and unconsciously, develop as members of a heterogeneous world community which has become inescapable.

As professional educators, we find ourselves committed to fostering the development of attitudes, the encouragement of analytical thought, and the transmission of knowledge. To complete our task successfully it is imperative that we recognize the significance of participation in this world community. In curricula modifications and new educational experience we must seek to understand the present and look forward towards the future.

The purpose for which education exists in a society is cogent to this discussion. There exist, between nations, vast philosophical differences which underly the construction of secondary and higher education. Because Americans have enjoyed universal access to secondary and higher education for over half a century, today's youth use their experience and values as a referent and expect similar patterns in other cultures. The elitist, limited access patterns of the European educational models or the male-oriented models of developing countries, are viewed with acute surprise by many Americans who first encounter students from other countries. Yet the true impact of the variety of cultural mechanisms and the different perceptions held by an indigenous community can best be identified, investigated, and assimilated through direct interaction. Through meeting the local people directly involved in education, both professional educators and students, as well as those of the student age group not involved in higher education, the American learner can come face-to-face with many thought provoking questions.

A student who elects to enter a study abroad program is consciously choosing to risk himself in a new and unfamiliar environment. The structural design, language of the country of residence (and of instruction), accommodation arrangements--each contribute to the amount of self-sufficiency needed to successfully complete academic study in a foreign land. The individual is pushed into reappraisal of personal habits, major behavioral assumptions, values, vocational goals. Through intercultural interaction the student comes to recognize the variety of actions acceptable within a defined situation and this awareness is strengthened by the process of adaptation forced upon the individual by the new society in which he/she is a participant-observer.

This unfamiliar, stressful situation precipitates a series of analytical questions the individual must address. The stress promulgated by new living conditions, educational philosophies, and social expectations creates a living forum for growing comparative awareness. Pedagogical study provides one form of experience and the functional self-participation within a dynamic social contact provides another.

The idea that study-abroad acts as a positive, growth experience is not new. Abrams and Arnold (1967) reflect a viewpoint articulated throughout the 1960's when they suggest that the positive effects of a study-abroad experience on participants is manifested by a greater awareness and tolerance of culturally determined behaviors and increased personal insights. Paul B. Marion (1980) more recently reinforced this same argument pointing to the overseas study experience as contributing to the development of less dogmatism, greater openmindedness, increased internationalism in those students who actively interacted within the intercultural framework of the study-abroad experience.

Psychology students are often told (at least by this instructor) that one cannot really know others until one knows one's self. This statement lies at the basis of such abstract concepts as "tolerance" and "understanding." To be willing to accept someone else's method of behaving calls for a (relatively) bias-free moral decision based upon philosophical tenets. Such a decision is easier to make when one (or some significant other person) has had some primary experience that helped create an atmosphere of acceptance. Since prejudice and intolerance are, largely, rooted in unfounded beliefs the exposure created through study abroad can be nothing but beneficial towards the goal of lessening such feelings. The community college, as a proletarian academic institution, is in a remarkable situation, able to provide an intercultural experience for the "grass roots" populace as well as for the liberal arts scholar.

Yet some readers may question: Are community college students ready for an international experience? Do they possess the same maturity and ability to cope with new, demanding situations that a four-year college student has? Unquestionably, yes! This writer suggests that, on the whole, the community college enrollee may actually be a stronger candidate for acceptance into a study-abroad program than his/her four-year counterpart.

Several major objectives of the study-abroad experience (as defined by this participant observer) lie outside the classical academic experience. This implies that the student will be a willing participant in the extracurricular experience surrounding the academic program. Such involvement calls for at least a minimal degree of self-confidence and maturity, elements which all international studies programs should attempt to assess before accepting a candidate. The student attending a community college must deal with the complexities of home responsibilities, employment (part- or full-time), transportation and diverse day-to-day problems of living and studying within a heterogenous social community. The "community" or the community college student (similar to the definition of community offered at the beginning of this paper) must be defined as encompassing a much wider and diverse system of elements than the four-year student living on a campus with the myriad of built-in, readily accessible extra curricular opportunities.

The World as Teacher written by Dr. Harold Taylor (1969) indicates the almost indefinite scope of what must be, paradoxically, the ultimate yet most basic learning resource. Strong educational systems exist throughout the world and educators on all levels have come to recognize the benefits of cross-fertilization through the exchange of foreign students. Certainly there are significant obstacles which must be negotiated, but the promise of cultural and educational enrichment (at reasonable, if not nominal, institutional costs) mandate that international education be seen as a workable extension of existing curricula.

An international studies program can offer an opportunity for all community members (students, administrators, and faculty), through programs of study and mechanisms of exchange, to enter into a qualitative educational experience in at least one foreign country. The potential for curricula enrichment and individual growth and development is exceptional, and it enables those of us who are functioning on the first plateau of American higher education to become directly involved with helping to foster a national feeling of world membership. The result of such an international education experience can best be summed up by quoting one of this writer's students. After spending some time in a youth hostel in Edinburgh, Scotland, she wrote:

> What an education it is to talk to people from different countries. I've found that people, regardless of variation, are people. Everyone has some culturally influenced ideas, they are no better or worse than mine--just different. Having another culturally influenced view of the situation gives one a completely new perspective of the situation at hand and life in general.

The possibilities for learning are

bound only by the individual participant. Since a prime goal of American education is to educate for future functioning (and today's blending of national boundries indicates the future need for a group of mature worldly adults), the international study experience can act as a major step towards the development of multi-national understanding creating an informed citizen (U.S.) willing to function as a participating member of the American electorate.

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Dr. Lambert has been professionally involved in education since 1964. During the past ten years he has been active within the community college sector of American higher education. Dr. Lambert lived with his wife and two sons in London, England (1975-1977) as resident director of the Rockland Community College United Kingdom Program and, upon his return, acted as principal U.K. coordinator for the College Consortium for International Studies. Dr. Lambert is currently Coordinator of the Rockland Community College Center for International Studies, and a member of the NASFA Region X Task Force.

LIBRARY/AV SERVICES FOR CONTINUING EDUCATION COURSES

by Sally Walters
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Community College of the
Finger Lakes

> Despite the challenge by other institutions, community colleges may still emerge as a dominant force in continuing education because both faculty and administration of community colleges are generally committed to the mission of providing almost everything for almost everybody. They believe they are more likely than their peers in other institutions to aggressively seek to understand the principles of adult learning, to design appropriate curriculums for new clienteles, to utilize new technologies in instruction, and to develop local networks of cooperating agencies to maintain and increase their share of the continuing education market.[1]
>
> --Harold J. Alford, former Dean of Continuing Education, Rochester Institute of Technology

The above quote is part of a commentary on a paper by George H. Robertson, President of Mohawk Valley Community College, in which he discusses his reasons for feeling that "the times seem to be moving in directions that are encouraging to community colleges, especially in continuing education."[2] Educators such as the two just quoted have not agreed about the rate of growth in continuing education in the past two decades. However, most can cite statistics from individual institutions to substantiate the generalization that continuing education enrollments increase at "several times that of the normal population growth."[3]

The situation at the Community College of the Finger Lakes in Canandaigua is no exception. A school of nearly 1500 full-time students, and an equal number of part-timers, CCFL serves two rural counties in the western half of the state. The college has seen a sharp rise in the number of continuing education students in recent years. Since 1977 our total number of continuing education credit hours jumped 52% with a 127% increase in off-campus credit hours alone. By 1980, we had over 300 full-time equivalents enrolled in nearly 200 evening and extension courses, with about one-sixth of these courses offered at five different extension locations. In addition, we have another 150 full-time equivalents enrolled in non-credit courses, both on and off campus.

The effect of such an increase, manifested in the evenings and weekends, when there is reduced staff, is quite significant for college service departments. Counseling, food services, student activities and secretarial staffs all need to be stretched if students are to receive services equivalent to those offered to full-time day students. Library and audio-visual personnel in particular, often hampered by limited staff, can find themselves overwhelmed in the attempt to stay true to the mission, as stated in the Alford epigraph, of providing almost everything for almost everybody. The habit of grouping students into FTE counts can make for a deceptively low reflection of the actual number of additional faces that evening staff need to deal with each semester.

The CCFL Library/AV Services staff felt it was necessary to formulate several service objectives if we were to provide equivalent service for continuing education patrons. We wanted to augment our staff of professionals in order to provide suitable coverage for evenings and weekends; maintain the prompt delivery of audio-visual services that we could guarantee to daytime classes; establish greater contact with part-time faculty, many of whom have limited contact with college personnel; and, increase the services we provide to part-time students, redesigning some of our programs to fit their particular needs. In addition, we needed to solve the logistical problems of providing these same services to off-campus patrons.

Our first move toward these objectives was the addition of a Continuing Education Librarian, first as a part-time position, and later raised to full-time ten months when demand proved to justify the additional time. It has been this librarian's responsibility to analyze the continuing education situation and design a program of services for this group. In addition, we were enabled, just recently, to add another reference librarian who will be a great help in insuring the presence of a professional librarian during evening and weekend hours without overloading the present staff. We also added the services of a part-time technical specialist who maintains our equipment and software delivery system during evening hours, and handles many audio, video and graphics production requests.

The Continuing Education Librarian focused initially on the problem of contact with part-time faculty. In order to establish herself as a liaison between the library and the adjunct instructors, numbering about 150 each semester, she attends the adjunct faculty workshop held at the beginning of each term. Here she distributes a handbook designed solely for adjuncts, detailing the library and audio-visual services available to them. The instructors use this opportunity to ask questions, make requests, tour the facilities and meet with the Continuing Education Librarian afterwards for assistance in selecting instructional resources. The librarian is also available most evenings during the semester to assist adjuncts during those hours when they are on campus. Because many work full-time jobs during the day, this is often the only time when they can work with a librarian on their instructional needs. Consultations with the librarian can also be arranged at an instructor's home or place of business.

To reinforce the workshop information, and reach any faculty who may have been absent, the Continuing Education Librarian also sends letters to the adjuncts at the beginning of each semester, describing her role, giving her hours, and providing a checklist of services which they may request by marking and returning by mail or in person.

The next objective was to make greater contact with the part-time students, many of whom have not been in an academic library in years and are intimidated by a size and organization unfamiliar to them from their experience in high school and public libraries. A study done in California indicates that part-time enrollees are generally in mid-career, combining their coursework with the responsibilities of work, marriage and family. "The composite portrait of the part-time student," the study found, "is that of one who is employed, upwardly mobile, with a full set of responsibilities. Higher education via part-time study programs is viewed by the students as an important, not inexpensive, investment made over an extended period of time."[4]

Continuing education students often travel considerable distances to get to CCFL, and have a limited amount of time to spend while they are here. The time spent in a library setting dealing with large card catalogs and confusing indexes can often be extremely frustrating for those with many outside responsibilities. To alleviate some of these problems our library staff spends a good deal of time preparing bibliographies, listing books and journal articles on many research topics. We also produce library guides for popular subject areas, which help students make the best use of their time by suggesting subject headings for searching the card catalog, appropriate indexes, useful periodicals and reference tools, and, of course, the assistance of the reference librarian. For those with considerable research to do and for whom the distance to our campus is prohibitive, we can often suggest another academic library closer to their home or workplace.

Because we feel that the best research and the highest quality learning can be done by the student researcher in person, we encourage students to use the library themselves whenever possible. However, for those who can come to our campus only infrequently, or for whom the expense of such trips is a burden, the staff will prepare bibliographies of our holdings on requested research topics, enabling users to choose specific titles to be sent to them. Those without convenient access to reference sources and indexes may request a literature search, and have the option of obtaining the materials through interlibrary loan if the CCFL library does not own the materials. These services often make a course more valuable for students with limited time and mobility.

The major thrust in student contact comes through our program of bibliographic instruction allowing us to work with the entire class, together with the instructor, to familiarize students with the organization of the library, the use of important indexes and other reference tools, and with research procedures and notetaking. We hold general orientation classes, usually for English composition classes, and classes on advanced reference sources for specific course subjects. Combined with a short exercise which requires the student to work immediately with the tools discussed, these classes go a long way in making students feel more at ease about the research requirements of their course, and more comfortable about the library in general.

After implementing these liaison efforts, geared to bring both part-time faculty and students into closer contact with Library/AV Services, we turned our attention to our print and nonprint collections. We have some 40,000 volumes and over 2000 media programs, and find it important to determine which materials are in greatest demand for continuing education courses. Because evening student have less access to the library, they are the ones who most often find that needed materials are already signed out by their full-time counterparts. We find the best way to handle this is by purchasing duplicates of the most frequently used materials, and by stimulating the part-time faculty to make purchase and rental suggestions, a group which previously has had little input into collective development. In addition, to insure that adjunct faculty can utilize the software materials available to full-time instructors, we have been careful to budget additional equipment to support their audio-visual request.

These measures have all proven beneficial in handling the added service needs generated by on-campus continuing education courses. The off-campus situation, however, required further efforts before we could claim to be offering equivalent services to all participants of our continuing education program. The adjunct faculty workshop held at the beginning of each semester allows us to reach off-campus instructors as well, and gives us the opportunity to go over the handbook with them. However, their time to work with the Continuing Education Librarian in the evenings is often limited, and their students have even greater problems concerning library access than those taking on-campus courses. A revised checklist of services was designed for off-campus instructors, adding the following alternatives: library instruction classes held in the off-campus classroom or at the public library nearest the off-campus site; arrangements for delivery of audio-visual equipment; the provision of CCFL materials housed for the semester at a library near the classroom site; and, the opportunity to meet with the Continuing Education Librarian at a location convenient to the instructor. With this letter are enclosed copies of our brochure, Library/AV Services to Off-Campus Students, to be distributed to all class members.

In designing the program for off-campus service that the letter and brochure offered, we were aided by the ALA Guidelines for Library Services to Extension Students, formulated in 1967,[5] and the proposed draft of revisions for these guidelines, submitted in 1980.[6] In addition, while researching the issue of service to off-campus centers, we found that a number of studies[7] have been conducted to determine the extent to which there are shortcomings in off-campus service at various institutions and the efforts being made to correct them by library personnel. In addition to suggestions for union serials lists,[8] delivery systems,[9] and face-to-face contact between librarians and extension instructors,[10] all the reports we studied suggested that cooperation between campus and public libraries was a major factor in improving the quality of library service afforded off-campus students. The Capitol Consortium for Continuing Higher Education in Richmond, Virginia determined that:

> coordinated planning between teaching institution libraries and host libraries provides for much better service to the students, so every effort should be made to coordinate planning between the libraries for class support . . . . It is of great importance to contact all libraries in areas where courses are to be taught, advising that courses will be taught in their area and seeking their cooperation. In many instances, local libraries are willing to serve as host libraries for materials sent from the library of the teaching institution. In these cases it is presumed that students taking continuing education courses are local residents and patrons of the local library.[11]

Following this advice, we invited representatives from the twenty-four public libraries in the counties served by CCFL to our campus library for a discussion of the resource needs of our off-campus programs. In return for their cooperation, we promised to keep them informed each semester concerning courses offered in their area, offered many of our services to them and to their patrons, and conducted a tour of our facilities. By the end of the morning the librarians had given their full support to our requests that they:

1. serve as depots for the delivery of materials to students and faculty living in their area;
2. place our periodical and media holdings catalogs in their libraries;
3. contact us when our students had requests they could not fill;
4. allow us to survey their collections and supplement them, if necessary, with short- and long-term loans of appropriate materials; and,
5. permit us to hold library orientation classes at their libraries for off-campus classes.

In order to take advantage of the libraries' willingness to serve as depots for the distribution and return of CCFL materials, we needed to devise a dependable and inexpensive delivery system that would make the rounds of the public libraries often enough to make the service worthwhile. We are a part of a Rochester-based courier service which links our library with other research libraries in our region for inter-library loan deliveries, but it does not extend to any of our area public libraries. The two counties served by CCFL have a single public library system headquarters which also has a a delivery system, but it was not linked with the colleges. For a modest fee, we were able to add our library to that delivery route, allowing us to send out and receive materials three days a week. With the aid of a skillfully designed route chart, we can now tell a patron the exact day that books, journal articles, or audiovisual materials will be delivered to even the smallest local library. Although this has made two delivery systems necessary, separate and well-labelled bins for delivery and pick-up have precluded any confusion.

In the brochure Library/AV Services to Off-Campus Students, students are urged to phone in reference questions and requests for literature searches when necessary. As with our on-campus students, we try to encourage them to do searches on their own, whenever possible, suggesting libraries that may be nearer to them. For those whose local libraries have a limited collection, we can often recommend a larger one with suitable holdings of its own, or with materials that we have placed there on loan from the CCFL collection.

To stimulate first-hand use of these libraries, we encourage faculty to set aside a class hour for bibliographic instruction, which the Continuing Education Librarian will hold in the public library nearest the classroom location. Often, after formal instruction is presented, these classes settle into informal discussion groups, with students receiving advice and assistance from their instructor, the CCFL Continuing Education Librarian, and the public librarian. It is often in such a setting that we can determine what materials, if any, need to be sent from the campus library and placed in the local library for the duration of the semester.

In studying our holdings, we find it necessary to be especially careful about maintaining duplicate material to support off-campus courses, so that material on loan at an off-campus site will not remain unavailable to on-campus students for a long period of time. We also try each year to add to our equipment holdings, setting aside carts, projectors and overheads for the sole use of off-campus classes.

In return for our efforts in serving the continuing education patrons at CCFL, we have been gratified by seeing substantial results. Courses which were formally designed to require a minimum of library research and supplementary readings have broadened out to expose students to the literature of their subject field. This results in generally increased patronage by students who have acquired the basic skills of library use and who find they feel more comfortable in both academic and public libraries. This same benefit extends to instructors as well, many of whom were previously reluctant to request our services because of generally limited contact with college personnel. Our liaison work with part-time faculty has helped many of them feel much more a part of the college community. Our cooperative efforts with the public libraries and their patrons have been good for community relations, encouraging residents to make greater use of our materials and facilities. And finally, we feel we are now able to examine the American Library Association guidelines and know that we are making significant strides in providing equivalent library services to ALL our faculty and students.

Notes

1. Harold J. Alford, Final Commentary to George H. Robertson's "The Community College in Continuing Education," in Power and Conflict in Continuing Education, (Belmont, California: Wadsworth Publishing Company, 1980) p. 79.

2. George H. Robertson, "The Community College in Continuing Education," in Power and Conflict in Continuing Education, (Belmont, California: Wadsworth Publishing Company, 1980), p. 67.

3. John B. Ervin, "A Glorious Future--If!," in Power and Conflict in Continuing Education, (Belmont, California: Wadsworth Publishing Company, 1980), p. 234.

4. John R. Thelin, Off Campus, On Course: Extending the Academic Programs of California's Independent Colleges and Universities, (Santa Ana, California: Association of Independent California Colleges and Universities, 1980): p. 27.

5. Guidelines for Library Services to Extension Students, ALA Bulletin, (January, 1967): p. 50-53.

6. Guidelines for Library Services to Extension/Non-Campus Students: Draft of Proposed Revisions, College and Research Library News 41 (October, 1980): p. 265-272.

7. Those examined for assistance in setting up our program include: Fay Byrd, Learning Resources: Off-Campus Services (Bethesda, MD: ERIC Document Reproduction Services, ED 100 448, 1979); Matilda A. Gocek, Library Service for Commuting Students: A Preliminary Study of Problems in Four Southeastern New York Counties (Poughkeepsie: Southereastern New York Library Resource Council, 1979); Gerard B. McCabe and Connor D. Tjarks, A Plan for Library Support of Off-Campus Continuing Education Courses (Bethesda, MD: ERIC Document Reproduction Services, ED 176 733, 1979); Miriam Kagan

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8. McCabe and Tjarks, 5.

9. Byrd, 5, 10.

10. Margoshes, 83.

11. McCabe and Tjarks, 6-7.

Sally Walters graduated from Kent State University with a B.A. in English and a minor in Library Science. She has an M.A. in English from the University of Wisconsin, and an M.L.S. from the State University of New York College at Geleseo. She worked as a public school librarian in upstate New York for five years after earning the M.L.S. and has been the Continuing Education Librarian at CCFL for three years. She pursues free-lance writing and photography as time permits and has coauthored a travel book in England, published by McKay in 1976.

UNIQUE OPPORTUNITIES IN INMATE EDUCATION PROGRAM

by Sally Carr
Assistant Professor of English
Corning Community College

The goal of Corning Community College's inmate education programs at Elmira Correctional Facility and Camp Monterey is "not to rehabilitate, but to give the inmate student the opportunity to develop skills which will enable him to rehabilitate himself," according to Lawrence Carr, the college's Director of Inmate Education.

President Donald Hangen and the college staff have worked closely with the correctional institutions to create inmate education programs that offer the inmate students the same quality education available to on-campus students, provide them with marketable skills, and help them to create a positive self-image.

Corning's "Inside the Walls" program began at Elmira Correctional Facility in 1971 with a few non-credit evening courses. It has grown to a full-time day program that services 110 students who select from approximately 25 courses per semester that have the same content and requirements as their on-campus counterparts. Eighteen Corning Community College faculty teach at the facility, four of them with their full teaching load at the prison. The ratio of full professors, associates, assistants, instructors and adjuncts is the same as on campus. Five degree programs are offered at the facility, including two in Business Administration.

Last year the program graduated 24 students, seven of them with honors. They joined approximately 130 men who have graduated from the inside program. Many of these have continued their education either on the inside or at outside colleges. Several have gone on to earn Bachelor's and Master's from such prestigious institutions as Cornell, New York University, and SUNY's University Center at Buffalo. Others have taken jobs in various major industries.

The smaller Monterey program, which began two years ago, was designed to offer inmates with short sentences a few basic college courses in the hope that they would continue their education on release. Last year it graduated three men, the first to graduate from a college program at a minimum security camp.

The achievements of these very special students is remarkable when one considers their background. While they are of college age, most have had little formal education. The average student dropped out of school between sixth and ninth grade and earned his general equivalency diploma in prison. They are often from urban and lower income backgrounds, and many come from one-parent families. While they are generally bright, many have low self-images.

One of the most valuable results of the program is an improved self-concept. As one talented young artist who graduated from the program put it, "I used to be afraid to talk because I thought I was dumb; but now that I have gone to college, I know that I have something important to say."

The college's commitment to providing a quality education geared to inmate students' special needs is largely responsible for the program's success. This fall Corning will continue the program's focus on developing marketable skills by adding AS and AAS degrees in Data Processing to the degrees it already offers on the inside.

It recently installed four high speed printing terminals and one CRT terminal at Elmira which are connected by high speed computer transmission lines to the college's new DEC System 20 computer on campus. Corning installed its DEC system on campus two years ago, replacing its former IBM 360. The DEC System, one of the most sophisticated high powered computer systems installed in any college in New York State, will enable the Elmira students to gain skills in computer programming that are available to on-campus students.

Students gifted in writing have the opportunity to develop their literary skills in the program's extensive selection of upper level English courses and in the Creative Writing class which annually publishes a quality literary magazine, The Inside Story. The publication is in its third edition and was copyrighted by the college last year. This spring it was used as a supplemental text in an education course at Mercyhurst College in Erie. Many of the writing students have published in small publications, and the last 6 editors of The Summary, the prison's in-house newspaper, have been college students.

The Elmira college program is a self-contained mini-campus that provides many of the advantages of the regular campus. It was one of the first inmate programs to provide lab science courses inside a prison and now offers basic courses in physics, biology, chemistry and environmental sciences. The college also makes available to the men speakers from its on-campus Visiting Scholars program. Such contemporary leaders as Jules Witcover, Ralph Abernathy, June Goodmar and Gay Talese have spoken at the facility. The college provides remedial teaching in math and English, several bilingual teachers and the same counseling services available to its on-campus students with special emphasis on career and transfer counseling.

This unique campus also has its own school spirit. There is an elected student government which manages a small activities budget and provides special services and speakers for the student population. A highlight of their efforts is the January program held in the month between semesters. They set up special enrichment programs and bring in such guests as campus recruiters, groups of students from other colleges, and officials from industries to talk about job requirements and placement. Three years ago the student government organized a work bee during January in which faculty and students worked together to create new classrooms and redecorate the college area.

Dedication and careful attention to meeting the special needs of students have enabled Corning to create in the unlikely environment of prison a program that offers hope and an opportunity for inmates to improve themselves and perhaps change the course of their lives.

Sally Carr, assistant professor of English at Corning Community College, earned her B.A. at Houghton College and her M.A. at

Alfred University. For the last six years she has taught primarily at Elmira Correctional Facility, developing the college's English program there and establishing an English tutorial program and a small college-oriented library. She has worked extensively with inmate writers and is advisor of The Inside Story, a prison magazine. Several of her students have published and have served as editors and reporters on The Summary, the institution's newspaper. She has lectured on inmate education at state and national conventions and at other colleges.

A NEW PROBLEM, A NEW SOLUTION
"Constructive Geometry and Trig"

by Shirley Stanley,
Associate Professor of Mathematics

and

Eugene Mozier,
Instructor of Mathematics
Schenectady County Community College

There is hardly anyone more traditional than a traditional mathematics teacher. That may be the result of mathematics being such a beautifully precise discipline. But there comes a time when even the most precise of machinery must be examined to see if it is doing a complete job and doing it well. That time has arrived for our orderly, accurate, formal and beautiful discipline, mathematics.

The progress science and the technologies have made in this country in recent years is almost unbelievable. Much of the credit for this progress should be attributed to the mathematics instruction students at all levels of education have received in our nation's public and private schools and colleges throughout the last few decades. We have developed the highly sophisticated technological machinery to turn out the finished products, but the job is not yet finished. We should now supplement those achievements with the necessary support and auxiliary machinery so that our technological progress may continue at yet an accelerated rate to insure competitiveness in the world market. We must now provide the proper education for the technicians, lab assistants and associates needed by the engineers and scientists as well as industry in general. With adequate support both time and monies could be freed to motivate continued education and research among those engineers and scientists--an area which has been recognized as the "technology gap" (see N.Y. Time Magazine, June 28, 1981).

In the 1977 issue of Insight we introduced "Constructive Geometry" to the two-year colleges in the SUNY system. "Constructive Geometry" is an innovative approach to the teaching and learning of plane geometry, the course which has produced the widest gap for the most students in today's traditional math sequence. We pointed out, at that time, the ever-increasing number of high school students avoiding a course in plane geometry or failing it, if attempted at all. As recently as spring, 1981, David Savage, associate editor of Education USA wrote in the Washington Post: "The traditional course requirements in math and science for both high school diploma and a college credit degree have been dropped. Not surprisingly, enrollments in the so-called 'hard courses' have plummeted." This, in light of the ever-increasing number of students arriving on our two-year (and four-year) campuses hopeful of pursuing a career in science or the technologies, compounds the problem we saw in 1977 for math educators at the college level.

All of the colleges in our SUNY system are providing foundations--remedial or developmental--math programs to help alleviate the problem of mathematics deficiencies among those students desiring to matriculate in a degree or certificate program. At least two questions should be asked in regard to these foundations math programs at each campus: 1) How many of our programs require (or at least recommend) plane geometry as a prerequisite? 2) Do we provide a course, remedial or accredited, in plane geometry? The answers to these two questions should show a high positive correlation, if the remedial effort is complete. Most colleges are doing extensive work with algebra and do cover the trigonometry essentials in some type of pre-calculus or technical math course. Yet the latter is of benefit principally to those students who have been successful in geometry--ergo, "Construction Geometry and Trig."

It is our pleasure to announce, not only to the SUNY system, but to all two-year (and four-year) colleges that we have successfully blended a complete course in plane geometry and plane trigonometry into a single one-semester course at the college level. Because such a fete may seem highly improbable, it calls for a more detailed description of how it has been achieved. The answer is the coupling of the unique techniques of "Constructive Geometry" and "Constructive Trig."

All the methods, principles, innovative procedures and philosophies we described for "Constructive Geometry" in the 1977 issue of Insight were extended to "Constructive Trig." This in itself reduced the time needed to introduce the student to a new and different method of learning for each subject area. Since the two programs are taught consecutively in one semester, it is convenient for the student to apply the problem-solving skills of "Constructive Geometry" in "Constructive Trig."

At the very outset of this combined program the student is taught and drilled in the three basic constructions with a compass and metric ruled straightedge. With these three, and only three, basic constructions of 1) perpendicularity, 2) angle congruency and 3) angle bisection all of the major principles of geometry and trig are developed. Through the combination of these constructions and through measurements to with 1 mm and 1 degree the student is capable of constructing his/her own geometric figure and measuring all angles and linear segments accurately. This is only one of the unique features of "Constructive Geometry and Trig."

Inductive rather than deductive reasoning is relied upon heavily in the trig portion of this program as it was in the original geometry segment. It is our philosophy that if the student constructs the figure, makes the measures of that figure and applies to that figure the basic principles already learned, then he/she will understand the relevance of the lesson being developed, accept it more readily and retain it longer. The only verbiage used in these lessons is that necessary to direct the student in making the construction and measurements thereof. Repetition is another technique used principally in developing trigonometric concepts to eliminate heavy, unnecessary verbiage. Since the two disciplines of primary concern to educators today are mathematics and reading, we believe this approach presents at least a partial solution to both.

The most highly recommended

method of learning/teaching, especially for the nongifted students, has always been the "hands on" method. Once the student becomes "involved" in the lesson, the learning process becomes a much more meaningful experience. When the student realizes the importance of the self-constructed figures and self-obtained measurements, greater pride in assuring accuracy and correctness will result. The inductive approach of comparing results obtained form a variety of individually constructed figures has proven to be the clincher. The student will then accept, without further question, that specific method for solving the general problem.

To illustrate the techniques of "Constructive Geometry and Trig," we'll follow the progress of the three basic constructions through a few selected lessons in this unique combination of courses. We'll start with the drill necessary at the very outself of the program to provide the accuracy necessary for these constructions. Remember, it is imperative to measure within 1 mm and 1 degree. In practice we find that an even closer tolerance is the rule rather than the exception.

The perpendicularity construction makes it possible to construct two lines parallel since they are defined as being everywhere the same distance apart. After the lines are known to be parallel, the angle congruency construction is used to compare measures of pairs of corresponding angles and pairs of alternate interior angles. These principles of parallel lines coupled with the definition of the parallelogram and subsequently the rhombus make it possible for the student to construct a rhombus and discover the additional characteristics of the diagonals of that figure.

As the lessons move along into the trig section, perpendicularity continues to be used extensively to develop the concept of the trigonometric functions of the acute angles of the right triangle. The Pythagorean Theorem, also developed in the geometry section of this combined program, is fundamental in extending the trig functions to the solution of right triangles. The Greek meaning of the word, "trigonometry," i.e., triangle measure, is literally implemented to build and explain a table of trig functions. Similar triangles, whose properties are also developed in the geometry section, are used together with inductive reasoning to reinforce the concept of a trig function as a ratio. The student is now prepared to construct an angle of any magnitude using the perpendicularity construction and a table of trig functions.

At this point in the program the following simple instruction may be given to the student, who in turn would combine most of the lessons we have described: "Construct a rhombus with a side 10 cm in length and having an angle of 73°40'." The student may then be required to determine the area of this rhombus by several different methods. Another instruction may follow directing the student to construct a second rhombus having sides of the same length, but the measure of the angle would be different. These exercises would enable the student to reason inductively that the area of a rhombus depends not only on the length of the sides, but also on the measure of an angle and thus the length of the altitude of the rhombus.

The reason for selecting an angle of 73°40' in the above example is that when such an angle is bisected by a diagonal of the rhombus, its parts each become 36°50' and appear as acute angles in the basic 3-4-5 Pythagorean triple. The integration of those fundamental geometric and trigonometric concepts discussed have gone full cycle through these lessons being constantly reinforced through inductive reasoning.

Experience has shown, barring any careless constructions, that most students will measure within the tolerance intervals allowed and consequently arrive at meaningful conclusions.

To fully appreciate the completeness of this program in geometry and trig, one needs only to persue the following list of concepts in order of their sequential development: congruence; perpendiculars, bisectors and parallels; addition of angles; medians, circumcenters, altitudes and area of triangles; Pythagorean Theorem; chords of circles; quadrilaterals; measurement of angles with respect to the circle; regular polygons; areas of parallelograms and trapezoids; similar triangles and proportions; locus; coordinate geometry; trigonometric functions of the right angle; properties and graphs of the sine and cosine functions; Phythagorean relations; inverse trig functions; radian measure; construction of angles from their functional values; line segments representing functions; stretching, shrinking and shifting of graphs, oblique triangles; law of sines and law of cosines; and vectors.

A lesson which illustrates our approach to analytical trig is the one in which we require the student to graph the sine and cosine functions from $0 \rightarrow 2\pi$ radians. This lesson provided quite a challenge to us since it required a unit circle of radius great enough to achieve the accuracy we desired, and at the same time, be simple enough to be fully understood by the student as the various stages are developed.

We decided to use a circle within a 10 cm radius so the sine and cosine functions would evolve as ratios having a denominator of ten (10). Such ratios require merely moving the decimal point in the numerator to express the functional value in decimal form.

We further decided to develop each quadrant of this 10 cm unit circle independently in consecutive lessons. Two things could be achieved by this procedure: 1) the measurements would be large enough to produce our required accuracy and 2) by cutting and pasting the results, quadrant by quadrant, the student would be able to display a complete ten centimeter unit circle with line segments representing the sine and cosine of angles graduated at 15° intervals from 0° → 360° in addition to a continuous graph of both functions through one complete cycle. The techniques used throughout these specific exercises make a clear and retainable impression of the characteristics of these functions on the minds of those who complete the lesson.

At this time of fiscal belt-tightening the challenge of providing appropriate programs for the nontraditional, two-year college student appears to be increasing. It seems imminent, therefore, that we as educators find more of these inexpensive and innovative programs which will enable us to achieve the end to which we have dedicated ourselves, i.e., to educate all students to the best of their and our abilities.

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High School, where she instituted the Advanced Placement Program.

Eugene Mozier holds the B.S. in Electrical Engineering from Villanova University and has done graduate work in education at SUNY at Albany, Siena College and RPI. He formerly taught mathematics at La Salle Institute in Troy, Waterford-Halfmoon High School, Troy High School, and Immaculate Conception Seminary College of Philosophy in Troy. He has served an elected term on the Board of Education of the Enlarged City School District of Troy.

Ms. Stanley and Mr. Mozier have coauthored: Constructive Geometry, English and Bilingual Editions, (MOST Publications, Inc., Troy, 1974--Second Edition, 1978); Constructive Geometry for Non-Regents Tenth Graders (New York State Mathematics Teachers' Journal, April, 1975); and Constructive Geometry in Insight, 1977.

A LANGUAGE INSTITUTE SERVING COMMUNITY AND COLLEGE

by Thomas Giometti
English-Humanities Department
Mohawk Valley Community College

In 1979, President Carter's Commission on Foreign Language and International Studies published its report, entitled "Strength Through Wisdom: A Critique of U.S. Capability." The major conclusions of the report are that the state of international understanding and foreign language competency in the United States is "scandalous," and that America's resources for resolving the problem are presently inadequate. The report has brought about a ferment of activity analyzing the problem, discussing the problem, and, in some cases, implementing means to rectify the problem. Since people involved in the teaching of foreign languages and international studies have known about this adverse situation for years, some of them have already made attempts to remediate the inadequacies and deficiencies prior to the publication of the Commissioner's report. The purpose of this paper is to describe what Mohawk Valley Community College (MVCC) has been attempting to do in foreign languages since 1975. The hope is that some of the ideas and experiences presented may be of help to those who are currently reconsidering and restructuring language programs to redress the present situation.

Creation of the Language Institute

In the early 1970's, with the decline in foreign language enrollments, high attrition rates, budgetary problems, wavering administrative support, elimination of language requirements by many colleges, wide-spread reduction of language programs with the consequent retrenchment of faculy, and overt anti-foreign-language sentiment, Mohawk Valley decided to reevaluate its foreign language program. Under the guidance and leadership of Dean Roy Mitchell, then Department Head of General Education, the members of the foreign language program met twice a week for two hours per session for three and a half months. After discussing, recognizing, and accepting the fact there was a problem, we proceeded first to examine the purpose of the program. At that time, the majority of students in our classes were liberal arts students fulfilling their foreign language requirement for graduation, but a small number of students took the courses for enrichment. However, no matter what the student's purpose, the courses were the same and were not unlike courses being taught at other colleges in liberal arts programs.

Our first question, then, was simply this: What was the place of foreign languages not only within the Liberal Arts Program, but also within the total context of a community college with a comprehensive philosophy of education? The response was obvious: If the general purpose of a community college is to serve the educational needs of the community, then the particular purpose of a foreign language program is to serve the language needs of the community. We then concluded that our present program only served some of the language needs of the community and that we would have to change and expand the program so that it would be more compatible with the uniqueness of the total mission of a community college.

Our general goal established, we then moved on to deal with the means necessary to accomplish this goal. This was the most difficult part. Even though Dean Mitchell realized that we had to change in order to survive, he did not wish to dictate what the changes should be, and, therefore, maintained an open, participatory atmosphere in the meetings. Two months later, after brainstorming and discussing ideas, writing and rewriting proposals, we gave shape and substance to a vague notion of a "language institute" and created, at least on paper, the MVCC Language Institute. The next step was to implement the proposal: receive the approvals of the curriculum committees and the Board of Trustees; write descriptions for the college catalogue; write a brochure; write advertisements for schools, institutions, and newspapers; arrange the numbering system with the Registrar; prepare counselors and administrators for the changes; interview, hire and prepare part-time instructors; order books; arrange the new forms of scheduling; determine the placement of liberal arts students in languages; be interviewed on radio and television; and attend many meetings. By September, 1975, to the surprise of all, we were ready to inaugurate the Language Institute. Our only task at that point was to make it all work.

Purpose and Description of the Language Institute

Having considered the creation of the Language Institute, let us now turn to its purpose and structure. The general purpose of the Language Institute was to be a language resource center designed to serve the diverse language needs of the college and community. This would be accomplished by creating a diverse and flexible program of language courses within a new framework of course offerings, services, faculty teaching load, and course size. Those two words, "diversity" and "flexibility," are the key to understanding the structure and function of the Institute.

Diversity in the language program in Liberal Arts was achieved by offering the students a core structure (grammar) course of one credit hour, and satellite courses of two credit hours that emphasized the various language skills: conversation, reading, writing, and listening. On the advanced level, there was also a course for specialized projects. All students had to take the structure course, and, theoretically, could choose one or more of the satellite courses. In practice, most students took the conversation courses, some took reading courses, some took conversation and reading courses, and a small number took conversation, reading, and writing courses. Courses were offered on the elementary, intermediate, and advanced levels; and there were special elementary structure and conversation courses offered in concentrated form in the summer program.

The division of courses according to the language arts served a threefold purpose. First, highly motivated students could expand their experiences in a language by taking extra courses. Second, students with special interests could have their needs more readily met. And, finally, students having difficulting in a conversation course could finish their language sequence in a reading course, thus giving

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them a more positive experience in the language.

Besides these liberal arts courses, specialized courses were created to meet the avocational or professional language needs of students in other programs and of people in the community. These courses were for travelers, medical personnel, business personnel, community workers, policemen, artists, and musicians. Also, along with English as a Second Language, we began to develop and offer courses in the less-commonly-taught ("critical") languages: Arabic, Japanese, Polish, and so forth. The offering of these courses was contingent on enrollment and on the availability of an instructor.

In addition, since there were no FLES (Foreign Languages in Elementary Schools) programs in the area elementary schools, we developed enrichment language courses on Saturday mornings for children between the ages of eight and eleven.

Finally, besides courses, we conceived of offering workshops to help language teachers maintain and develop their professional skills, and to arrange trips to foreign countries in conjunction with certain courses like the travelers' language course.

To meet the demands of this more diverse program, two things were necessary: first, we would have to rely heavily on adjunct instructors; and, second, the full-time faculty would have to be more flexible in terms of teaching load, class size, and place of instruction. After some trial and error, we settled on a work load in which each instructor would set aside a certain number of contact hours beyond the regular class teaching load to work with students on independent study, either individually or in small groups. The number of contact hours was determined by the individual instructor according to the circumstances of the moment (number of preparations, number of committees, and so forth).

Along with a change in teaching load, we achieved flexibility by working with students in large groups (structure and conversation courses), in small groups (reading and advanced courses), and individually (special projects and writing courses). We also discussed ideas regarding the use of language tutors and electronic learning devices but decided against implementing these ideas at that time.

Finally, we felt that we could serve the language needs of the community by not only teaching courses on the main campus and the extension campus, but also by offering courses on television and off campus: Marcy Psychiatric Center, New York State Office Building, and wherever.

Successes and Failures

Now, what have been the successes, failures, and problems of the Language Institute since its inception? Fortunately, from the start, despite difficult growth pains, the general purpose of the Institute always prevailed. In the day program, during the first year, we saw an overall positive response from students on their evaluations of language courses, a reduction in the attrition rate, and an increase in enrollments and Full-Time Equivalents. After the first year, language enrollments held their own, fluctuating proportionately with the enrollments in the Liberal Arts Program.

This appeared to be an acceptable state of affairs until the advent of MVCC's General Studies Program, which does not have a foreign language requirement. As this program mushroomed, we immediately saw a decline in enrollments in Liberal

Arts with a corresponding decline in language enrollments. However, we are hopeful that the language requirement on the intermediate level for the new International Studies Program will counteract this decline somewhat, at least on that level.

Also, in the day program, we have been able to offer specialized language courses to the students in the Nursing Program and in the Human Services Program. The students in the International Studies Program take a special course in business writing, along with the regular language courses in liberal arts. Finally, attempts to offer other specialized courses (for example, Spanish for Law Enforcement Officers) have not been successful.

In spite of these early gains and improvements, it was still necessary to reduce the professional staff in the day and make other changes. The German instructor was transferred into an administrative area of the college, and the director of the language lab was dismissed for budgetary reasons. As a result, the conventional language lab was dismantled and a new cassette system was developed within the library. Finally, the two remaining full-time language instructors in the day program began a retraining process to teach English.

In the evening program, the response has fluctuated with high enrollments in some terms and low enrollments in others. But the general picture in the evening is brighter than in the day. The liberal arts courses in French, German, Italian, and Spanish continue to be offered every year on at least the elementary level and at times on the intermediate and even on the advanced levels. Elementary Russian only runs periodically. In the less-commonly-taught ("critical") languages we have taught, at one time or another, Arabic, Dutch, Latin, Polish, Japanese, Portuguese, and Hebrew. We have attempted to offer Chinese, Yiddish, and Welsh, but without success. The courses in English as a Second Language have expanded and now are part of the Developmental Program.

As for the specialized courses in the evening, so far only courses for tourists have attracted students on the main campus, but at off-campus sites--Marcy Psychiatric Center and the New York State Office Building in Utica--Spanish for Medical Personnel and Spanish for Community Workers have been offered. Also, through films, tapes, and a tutor, two German courses have been offered on a local television station. Finally, the language classes for children between the ages of eight and eleven on Saturday mornings and in the summers have been very successful. We have taught French, German, Italian, Spanish, Arabic, and Modern Greek. We are especially proud of one group of students who studied Modern Greek for three years and another group of children who studied Italian for three years. This program became the seed for MVCC's highly successful endeavor, College for Kids, which now offers courses in languages, computer, arts and crafts, astronomy, music, drama, and so forth.

In other areas, the Rome Extension of MVCC had to discontinue the offering of languages for financial reasons. Also, ideas for workshops for teachers and for travel abroad have not materialized to this point. Even though we have planned for two trips to foreign countries, insufficient numbers have not made the trips economically feasible.

The major reason for the successes in the evening program and with the children's courses has been the adjunct instructors. Except for a small number who have had to be replaced, the instructors have been unusually competent in their areas, professional in their dealings with their students and with the college, and dedicated to the teaching and promotion of foreign languages. The majority of the adjuncts have been high school foreign language teachers, retrenched college teachers working full-time in other fields, and people whose educational and ethnic background have given them the competence necessary to teach a language. One could criticize our heavy use of adjuncts; but, without such competent people, we would not have accomplished as much as we did.

Lastly, a word about the Language Institute functioning as a language resource center for the community at large. To a limited degree, we have served as a translation service for local government and for local businesses. We have also attracted students, especially in the evening classes, who are missionaries in foreign countries, tourists, social workers, medical workers, police officers, businessmen dealing with foreign companies, teachers trying to maintain their language skills, and teachers earning certification in other languages. Although these students enroll in limited numbers, it still points out that people in the community are looking to MVCC to meet their language needs.

Future of the Language Institute

Although it is difficult to say what the future holds for the Language Institute at MVCC, the present conditions--and they could change--indicate, first, that as the General Studies Program continues to grow, fewer students will enroll in the Liberal Arts Program. Thus, reduced enrollments in the languages taught in the day are likely, except perhaps in the intermediate Spanish and French courses which may be fed by the International Studies Program.

Second, as a result of the first, there will be fewer language courses offered in the day, forcing those students who wish to study languages to take them in the evening. And, as a corrolary, the language faculty in the day may have to complete their teaching loads in the evening or may have to teach more courses in English.

Third, the language courses offered in the evening should be able to maintain themselves or even expand, given the growth of bilingualism and international trade in the State of New York, the rise in the awareness of ethnic heritage, world interdependence, and world problems, and the increase in the number of older people taking languages for enrichment and the number of people needing some degree of foreign language competence on their jobs.

Lastly, no matter what lies in the future, the Language Institute, with its structure and characteristics of diversity and flexibility, has the potential to adapt to changing circumstances and changing emphases--and this is the real strength of the Institute.

Conclusion

The purpose of this paper has been to describe the creation, structure, and implementation of the Language Institute at MVCC so that it might serve as a model, in part or in whole, in a positive or negative way, for others who are striving to deal with problems in language and international studies in their own colleges. To this end, there is one final question: After six years in operation, can we say that the creation of the Language Institute has been worth the effort? Despite problems, difficulties, and setbacks, the answer is a categorical yes. We have performed no miracles; but given the circumstances within which language studies have had to function for the last fifteen years, we have been able to keep languages alive at MVCC; and, from this perspective, the successes outweigh the failures. Furthermore, given better times--a greater emphasis on liberal education, international studies, and foreign language studies--the Language Institute has the structure and the characteristics necessary to serve the language needs of the community and the college. And isn't that what a "community college" is all about?

Thomas Giometti is an Associate Professor in the English-Humanities Department at Mohawk Valley Community College. He received an A.B. degree from the University of Notre Dame and an M.A.T. from Indiana University at Bloomington. He has taught Spanish at Bishop Noll Institute in Hammond, Indiana; at Forest Park Community College in St. Louis, Missouri; and at Indiana University in Bloomington, where he was an Associate in Research and Development, a Demonstration Teacher, and a Supervisor of Associate Instructors in the Department of Spanish and Portuguese. Besides Spanish, he also teaches English and the humanities.

COMPOSING AND CRITIQUING

by Libby Bay
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The pedagogical premise of this paper is simple: we learn by doing; further we learn more effectively by doing in a community of doers. Applied to writing, this theorem becomes, we learn to write by writing, we learn even more if we share our writing with other writers, we learn still more if we critique our own and our peers' work openly and constructively. What I am suggesting is that Freshman Composition be redefined as a Writing Workshop, that readings be incorporated only as spurs to writing, and, most importantly, that a significant amount of class time be spent in students' critiquing their own and their peers' work. This thesis is, of course, neither revolutionary nor original. For some time now Ken Macorie has been talking about writing to be read, Peter Elbow has been defining four steps of group conferring, Ken Bruffee has been advocating collaborative learning, Thom Hawkins has been experimenting with the "parcelled classroom." What I am suggesting is an application of their theories to Freshman English in systematic, practical, and comprehensive ways.

My goal is to make students aware of the features of good writing by having them work towards a definition of success rather than by my handing them a list of requirements. My further aim is to show that a good essay hardly springs fullborn from the head of a talented Jove, but rather requires the concentrated labor of a Hercules. Since writing is communication, I am also attempting to have student writers see that response from others is a way of learning what has worked and what still needs work. Finally, my ultimate aim is that students become their own critics who tell the instructor, "Don't look over my shoulder anymore; I know how it's done."

To achieve these ends, each class assignment I give includes pre-writing, post-writing, feedback and revising exercises. Some are self analyses, others exchange tasks, still more small group work, and many aim at total class participation.

The course begins with a prompt sheet (#1) to introduce the nature, function and value of writing as well as to bring into the open the hesitant, even hostile, attitudes students carry along as baggage. This exercise also operates as "warming up"; since the class will be run as a workshop, I want the students to get to know each other and me as quickly as possible and to begin to feel comfortable in open conversation.

The course continues with a rather general critiquing assignment (#2) applied to a piece students write during the first or second session. The purpose of this sheet is to introduce constructive feedback as a way of improving writing. This task is accomplished in groups of three; each student listens to the reading of the papers of the other two and fills in the sheet for him/her. No negative responses are allowed; students are asked only to comment on what struck them and what they wanted to know more about. Then we talk as a class about what the answers to these two questions show and how the writer can react to them; if the class session is long enough, students rewrite at that point; if not they take the papers home to redo, and in the next hour we try to determine if the group critiquing led the writer to hold on to and emphasize what was striking and to expand where the readers wanted more detail. This exercise works very well; it allows students to function in small, unthreatening groups; it begins with positive responses to what has been done; it indicates immediately that no one is expected to produce a finished piece on the first try. I often write along with the students and offer my own essay for class critiquing (to illustrate what should happen in their groups). This, too, works well, for I become a writer among writers, more experienced and, therefore more knowledgeable, but still a learner.

The organization of the course moves from structure to amplification to editing. That is, in the first weeks we talk about beginnings and endings and how to make them effective; for the major part of the semester we develop techniques of amplification, ways of expanding, substantiating, illustrating, challenging the major idea; intermittently, and more concentratedly at the end of the term, we have editing workshops. Grades are given only when students feel they have a theme that is ready for evaluation, with the understanding that seven papers must be submitted before the end of the semester.

I start with beginnings. I may distribute several opening paragraphs students wrote in the first class hour or read the opening sections of a few essays in our reader. We talk about these paragraphs and try to decide what should happen in an opening? why? how can a writer make it happen? what if it doesn't? and so on. From this discussion I (later in the semester the students themselves) pull together a critiquing sheet (#3), and each student then reconsiders his/her own first paragraph in light of these criteria.

To develop the total picture of an essay, I move from opening paragraphs to final paragraphs (with which, incidentally, students have more problems). Again I use examples from student papers or from the text to elicit discussion and a question sheet (#4). Students work in groups to apply these questions to the last paragraphs of papers they have written, and then we come together as a class to review two or three critiqued papers and to offer suggestions for improvement. I should note that, at this point in the semester, as much as possible, the writers of the papers read to the whole class remain anonymous. As the term progresses and students grow more comfortable with one another and with me, this precaution becomes unnecessary. I should also mention that although some students begin by saying, "I don't know anything about writing. You're the teacher, do you job," because these sheets are so clear and specific, they soon discover how much they do know and are eager to share and apply that knowledge.

Our next move is towards the middle sections of essays and the various rhetorical modes that work towards their expansion. I introduce the technique to be explored, often by assigning an appropriate essay from our text. The class analyzes with me what did or didn't, should or shouldn't have happened, and from that discussion we develop a series of critiquing questions. I transpose these questions onto a ditto, and they become the basis for the first response to the first draft of a particular assignment.

Because students enjoy writing personal essays and have immediate experience on which to draw, narrative is an excellent technique with which to start. Since Freshman English emphasizes exposition, the aim is to show how narrative can be used to illustrate a thesis, that is, we do not work on narrative as story telling, but on story telling as a way of making a point. Also, since specifics are a first key to effective writing, and since narrative is a form which lends itself to concreteness, we work on detail as part of narrative critiquing (#5). For this sheet, I usually pair the students and allow them to work on one another's papers at home if there is not adequate time in class.

When we move to descriptive writing, I put four words on the board (nightgown, turtle, Nixon, rain, for example.) I ask the students to choose one that interests them, write it in the center of a sheet of paper, and the, underneath that, after thinking carefully, answer the following questions: For me the essence of ____________ is ____________; if I were describing it, the dominant impression I would want to convey to the reader is ________. When we go around the room, students are amazed to discover how different their attitudes are towards the turtle, for instance. Some see its essence as "wisdom," others as "lovableness," one as "steadfastness," as a "slowness," and several as "ugliness." Then we talk about how the student would convey this dominant impression to the reader: what details would be selected? Again when we circle the room, students realize that different details have to be chosen to convey different impressions.

After this (and I let any further writing by the students hang) we turn to the chapter in David Copperfield where Dickens describes Miss Murdstone and then apply the same questions here: what is the essence of Miss Murdstone for David? what details does he use to make us feel this? why doesn't he give us a more detailed description of her physical appearance? her age? does he include any details that detract from this impression? how does he order his details? At the end of the hour, students take their worksheets and begin to formulate a long paragraph on the item they chose for the next hour. During the hour, students exchange papers, answer the critiquing questions on description (#6), confer with one another, and then rewrite their paragraphs before they submit them to me. Students find this writing task creative and evaluate it as one of the most enjoyable of the semester. Again, we emphasize how description can be used in exposition, particularly how discriminating choice of details can enforce the writer's intended impression.

The class procedure is similar in one way or another for each of the sheets on rhetorical modes (#7,8,9). Some instructors advocate the same groupings throughout the semester; I like the students to move around and get to know more than three or four people in the class so that when we work in groups it is always a different combination.

Towards the end of the semester I emphasize self-analysis, which works very well. When the students bring in their themes, I distribute critiquing sheet #10, have them fill it out, and then consider whether they wish to rewrite once more before submission. Sheet #11 students use in relation to two papers they have written, one in school on an assigned topic, one at home on a free subject. They write a paragraph indicating which paper they prefer and why, with the continuum as their guide. Students soon realize how purpose, interest, time, surroundings have clear effects on the pieces they write and that the quality of their work cannot always be the same.

Sessions on editing are interspersed with sessions on substance and structure. Basically, I do not ask students to do any technical correcting until they have a paper they like--and would like to make it easy for others to like as well. Throughout the semester, I collect examples of errors that students have made on various topics--sentence fragments, run-ons, agreement, reference, punctuation, parallelism, wordiness, diction--and every so often I duplicate groups of these mistakes and have a technical workshop. Students explore and explain the samples and rewrite them correctly. This exercise is followed by careful group scrutiny or selected papers to see whether further examples of this particular error are marring an otherwise attractive essay.

One of the last tasks is a summary sheet (#12): each student is asked to list in ascending order of importance those aspects of writing that seem most important to him or her; a committee is selected to tabulate the results and formulate them into a final critiquing sheet, which becomes the evaluation tool for the last essay. I am still working on this assignment because "yes" and "no" questions have not proved effective ways of moving the students towards revision or evaluation. Perhaps more productive would be a description of those times that must be considered and then three general questions on strengths, weaknesses and suggestions for improvement.

Like any teacher, I am interesting in how a technique has worked. The last hour of the semester each student fills out a course evaluation sheet (#13). I have found this form useful for students to vent their responses and for me to improve from them. On occasion, I have distributed a slightly different version (#14) that appeared in College English a short time ago.

To sum up, this workshop approach to writing makes freshmen not only write but think consciously about how they write. It demystifies the nature of the composing process and of the grading system. Still more, it promotes social interaction among students and places the teacher in a less authoritarian position. There are, of course, limitations and disadvantages. At first, students do not take themselves as evaluators seriously and offer little help to one another. Later in the semester they make very strong arguments for their own stands on evaluation, which can prove a problem for a dogmatic instructor. Time, as always, is a limiting factor, and one cannot get without giving: instruction in reading is sacrificed.

On balance, however, I find the time well spent and the approach worth refining.

English 101

Choose five members of the class whom you do not know, talk to them about the following questions and write down their answers in the appropriate boxes:

1. What was the last thing you wrote?
2. When?
3. How do you feel about writing?
4. Who or what most influenced your attitude toward writing?

Example:

Jonathan

1. A letter
2. Last night
3. Terrified
4. My sixth grade teacher

Response Sheet*

I was struck by	I would like to know more about

---

*Suggested by Lee O'Dell, Ken Macrorie, Peter Elbow ("pointing")

Opening Paragraph

1. Does the opening paragraph entice the reader to go on?

   How? or why? or why not?

2. What specific purpose does the very first sentence serve?

3. What do you anticipate the rest of the paper will be about?

4. Is there a tone established?

   What is it?

5. Is there a main idea in the first paragraph?

   Specify it.

6. Is the paragraph too long?

   too short?

7. What is the strongest sentence in the paragraph?

   Where is it placed?

   Effectively?

8. What other questions should be asked about on opening paragraph?

Endings

1. Has the writer given us a sense of having gone somewhere? __________

2. How has the writer "added up" his essay at the end?
   by circling back to the beginning? __________
   with a surprise? __________
   by extending the idea outward? __________
   by summing up main points? __________
   with a lingering question? __________
   with a climactic last point? __________
   other ways? __________

3. Does the end leave the reader with a feeling of completion? __________

4. Does the end leave the reader wanting more? __________

5. Does the end leave anything reverberating in the reader's mind? __________

6. Does the end leave the reader feeling s/he has had too much? __________

7. Is a brand new idea confusingly introduced at the end? __________

8. How effecting is the very last sentence and why? __________

9. Is it now clear in the reader's mind why the writer wrote the piece? __________

Personal Narratives

1. Is there a "big idea" or is this piece just story telling?
2. What is the "big idea," if there is one?
3. Is the personal example used a proper one to illustrate the "big idea," if there is one?
4. What word choices struck you as making the writing specific?
5. What concrete details were given to make the writing vivid?
6. Where were illustrations (examples) given to make a generalization clearer?
7. Does the essay leave you with a sense of completeness or is there something you would like to know more about?

Critiquing Sheet on Descriptive Writing

1. What is being described?

2. What is the "essence" of the person, place or thing that the writer is trying to capture?

3. What details work towards achieving this dominant impression?

4. Are any details included that are extraneous to this desired effect?

5. How do you feel about the subject being described?

6. Is this the way you think the writer wanted you to feel?

7. What principle of order governs the presentation of the description?

Process Papers

1. What process is being described?
____
____
____

2. Is the process clearly explained?
____

3. Are the steps presented in logical order?
____

4. Is any step out of place?
____

5. List the steps of the process:
____
____
____
____
____
____

6. What else would you like to know about the process?
____
____
____
____
____

7. Do you feel you could duplicate this process after reading this paper?
____

Comparison/Contact Essays

1. What two things are being compared?

2. What are the bases of comparison and contrast?

3. What is the thesis of the essay?

4. How is the essay organized?

5. What else might be included to make the comparison stronger?

Cause and Effect Papers

1. What effect is being described in this paper?

2. What causes have been cited to account for this effect?

3. Are there other causes that should have been explored?

4. Have incidental factors (false causes) been included?

5. Is the approach objective?

CAUSE AND EFFECT PAPERS

What effect is being described in this paper?

What causes have been cited to account for this effect?

Are there other causes that should have been explored?

Have incidental factors (false causes) been included?

Is the approach objective?

Self Analysis*

Name ____________________
Title of Paper ____________________
Date of Paper ____________________

Generally, I feel about this paper
pleased ____________
discontent ____________
neutral ____________

I am pleased with it because

I had trouble with

---

*Adapted from Betty Renshaw's piece, "A Self Analysis for Freshmen Composition," in NERC Newsletter, XI, no. 1, Sept. 1978, pp. 5-6.

SELF-ANLAYSIS OF WRITING TASKS

Continuum 1: Involvement

I wrote enthusiastically and was genuinely involved with the assignment

I wrote willingly and with some interest

I wrote reluctantly but discovered points of interest

I wrote unwillingly and found nothing that interested me

Continuum 2: Audience

I didn't have anyone in mind

I was writing for myself

I was writing for a person known to me

I was writing for the teacher

I was writing for the class

I was writing for a larger audience

Continnum 3: Subject

I didn't understand the assignment

My response was broader, more general than the assignment

My focus was narrow in relation to the assignment

I feel I understood the assignment and responded as called for

I understand the assignment, but I intentionally tried to shift or expand my response to it

Continuum 4: Purpose

I was trying to transmit information

I was trying to interpret subject matter

I was trying to convince my reader

I was trying to make something happen

I was trying to be creative, to give aesthetic pleasure

Continuum 5: Motivation

I wasn't trying

I wanted a grade

I was trying to fulfill the assignment

I was trying to produce something that had worth to me

I was trying to produce something that would be of worth beyond this class

Continuum 6: Content

I had nothing to bring to this writing

I stuck to assigned materials (drew on class notes, discussions, readings)

I drew on some outside or previous readings

I brought much outside material, together with assigned readings

I incorporated my personal opinions and experience with assigned or other materials

I brought myself to this writing to the exclusion of other materials, assigned or otherwise

End of Semester Checklist (developed by students)

1. Has the writer chosen a good topic?
2. Is the paper well organized?
   Do the paragraphs move logically from one to the other?
   Is there transition between sentences in each paragraph?
   Is there transition between sentences in each paragraph?
3. Does the introduction get the reader involved?
   Does the introduction state the thesis?
4. Does the body of the paper build up the thesis?
   Does the body of the paper explain and clarify the main idea?
   Does the body of the paper illustrate the main idea by description, example, comparison, etc.?
5. Does the ending tie everything together?
   Does the ending make the reader feel satisfied?
   Does the ending make the reader think about what he read?
6. Is the vocabulary vivid?
   Is the language nonrepetitive?
   Is the working direct and concise?
   Is there variety in the language used?
   Are the ideas expressed with clarity?
7. Is the sentence structure good?
   Is the punctuation accurate?
   Is the spelling correct?
8. Is the style effective?

Specific suggestions: ______________________________

Final Self-Evaluation

Name ______________________________ Section ______________

1. How many papers did you write? ______________
2. How many papers did you revise? ______________
3. Were your revisions consistently better than your first copies? ______________
4. In what ways did comments from your classmates help you?
5. How did the instructor's comments help you?
6. In what other ways could the instructor have helped you improve your writing?
7. What writing problems do you feel you have mastered?
8. What compositional matters still perplex you?
9. Do you feel more confident about your writing now?

Another Version of Final Evaluation*

The sort of comments on papers I find most useful are

The sort of comments I find least useful are

The critiquing sheets I find most useful are**

After reading the comments on a paper I usually

Generally speaking, I find the teacher's comments at the end of the paper

__________helpful
__________useless

Generally speaking, I find peer critiquing sheets**

__________helpful
__________useless

*Catherine Lunch and Patricia Kleman's, "Evaluating our Evaluations," College English, Vol. 40, no. 2 (October, 1978), 166-180.

**My additions

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JCC'S LIBRARY — PART OF AN ELECTRONIC GLOBAL VILLAGE

by Suzon O. Kister
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Jefferson Community College

Are you aware that the electronic and computer revolution which has swept through industries, banks, governments, and the communications fields has not passed over the world of libraries? No indeed, we in librarianship are in the throes of a whole new way of doing business. The technological and electronic capabilities available today have been done and will continue to be assiduously applied to what we in the profession call "bibliographic control."

On a cathode ray tube, on a microform reader, and even on your home television screen you will be able to call up a bibliographic reference to every research report, journal article, government document, and book owned by your local library, by libraries in your region, in your state, in the nation, and eventually throughout the world.

When we librarians speak of "bibliographic control," our ultimate dream is "market awareness" of every book, study, report, tape, and journal articles that has ever been published and made available for reading, listening, or reviewing. And the new technology has begun to make this dream possible. At a computer center in Ohio called Ohio College Library Center (OCLC, Inc.), there is a data base containing 5½ million title records of books held by over 2000 libraries with their location symbols. A clerk at the North Country Reference and Research Resources Council in Canton, for example, can query the OCLC data base from the Canton terminal linked by telephone cable to the Ohio computer system and within seconds can see the bibliographic information displayed on the local cathode ray tube attached to the terminal. The clerk can then tell that the book is owned by three libraries in the North Country; if it weren't owned regionally, he or she could request that location symbols be displayed for New York State or for the Northeastern U.S. or for any other area of the country. Then through and interlibrary loan subsystem at OCLC, Inc., or by U.S. Postal Service, or by telephone, arrangements can be made to send the book or microform text of the book to Watertown. In actuality, then, more than 5 million books are available to North Country readers through a procedures which would probably have the book in a reader's hands within 10 days. The general public applies for this service through any local public library. Those associated with colleges apply at their institutional libraries, all of which are linked to OCLC through membership in the regional interlibrary network. The librarians call this concept "access."

Furthermore, another dream of librarians, articulated recently by New York State librarians who seek adequate long-term funding for programs from state legislators, urges a policy which will "ensure total access to all library resources and programs in New York State for all library users and potential users through local access to some type of library." This is the philosophical and political base upon which librarians and information specialists throughout the U.S. hope to advance the electronic and technological revolution within the walls of their institutions. Another group, the Chief Officers of State Library Agencies, has announced in a recent draft of a legislative proposal that "effective functioning of American democracy requires access to library and information services for all citizens." Cumulatively, these groups comprise a movement within the entire profession which is pushing for a national information policy to be embraced by the U.S. Congress, containing these same concepts, and which would provide the raison d'etre for permanent federal subsidy of a national information network.

Since the data base at OCLC, Inc. contains information about the monograph holdings of such familiar libraries as those at the SUNY Colleges at Oswego and Potsdam, St. Lawrence University, and the North Country Library System, it follows that that information can be printed out to provide each individual library with some sort of in-house catalog. At present, in fact, all of these libraries receive for each title they own a traditional set of printed cards generated from the OCLC computer which is filed by clerks in their respective public card catalogs. But the cost of labor to file these cards in the larger libraries is becoming prohibitive. The alternative, already adopted by several large university libraries in the nation, and soon to be installed by Clarkson College in Potsdam, is the COM catalog. COM stands for computer output microfilm and describes in shorthand the phenomenon that computer tapes of a single library's holdings stored in the data base at OCLC can be put on another machine which turns them into reels of microfilm. The microfilms are mailed to the library where users determine the library's holdings by author, title, and subject through consultation of the COM catalog on a microfilm reader. An update of the COM catalog might be sent to the library quarterly with daily or weekly computer printouts of more recent acquisitions sent between quarters. Such microfilm and microfiche catalogs are part of an interim phase, however, to become obsolete when mass CRTs and terminals are economically feasible in the public service areas of our libraries.

Another kind of bibliographic utility which has emerged from the new technology is the subject data base of indexed and abstracted items from a specific body of literature. World medical literature from 3000 periodicals has been indexed since 1966 in the MEDLARS information network, making the medical field perhaps the best served in this manner. The fields of science and engineering now have numerous data bases of their own. Even the soft sciences are represented by such data bases as Psychological Abstracts. The New York Times has launched its Information Bank, a general news data base of items abstracted from 60 U.S. and foreign newspapers, general magazines, and trade publications. More ambitious, Lockheed offers its Newsearch, a similar data base which scans, catalogs, and indexes more than 370 of the most popular magazines and newspapers. Lockheed Dialog advertises that every day more than 1,000 news items, stories, poems, reviews, recipes, and other features are added to the data base, accessible on-line by keying in title words or assigned subject headings. Lockheed and another outfit, BRS, Inc., have developed more fully the concept of the bibliographic utility by becoming brokers for several data bases. A library can buy an annual membership in BRS, Inc., for instance, which entitles that institution to a fixed number of literature searches or to a fixed amount of computer connect time at the terminal. Additional equipment appended to a library's OCLC terminal allows the library to communicate with the subject data bases brokered by BRS.

All of these data bases are accessed by designing an information request profile with an information retrieval librarian who then conducts the computerized literature search at the terminal site. A printout or display of 50-100 citations is generated on the first hit. By pressing the button a second time, another 50-100 citations can be produced. The researcher may then request the full text of any item in the bibliography through interlibrary loan, if he or she so wishes.

Access to content awareness in every field of knowledge has improved dramatically with the progressively sophisticated development of information technology. But one might ask whether, between the awareness of a publication or piece of software and the delivery of same before the eyes and ears of the user, there isn't a serious breakdown in modernization. Contemplating the system's dependence on the U.S. Postal Service, one perceives a shift away from the jet age and back to the horse and buggy, which bodes ill for our dream of speedy, efficient bibliographic retrieval.

Yet other means of transmitting information to the user are being developed. OCLC will soon test-market its "Home Delivery of Library Services" in 200 homes around Columbus, Ohio. A press release about the pilot project described it as "a computer-based home information service that turns an ordinary television set and telephone into a home bank service, an encyclopedia, a library catalog, and a community information service. . . ." A similar system of video transmission of information (teletext) has already been tested in England. There, Ceefax, using the vertical interval of the TV broadcast signal, relays news, entertainment listings, stock market data, and foreign exchange rates to home screens utilizing slow-scan video.

Full text on-line has been predicted by some for as early as 1985. In addition, display terminals would be supplemented with on-line printers to obtain printouts of the information immediately. This feature assumes that a vase reprint collection of materials is available at the data base site and is interfaced with the bibliographic retrieval system. And experts are talking confidently of such an integration of retrieval services and document delivery services "at a point in the organization" by 1985.

Delivery of requested magazine and journal articles to library patrons has become a major challenge for librarians who are faced with inflation subscription rates and a proliferation of titles. Even big budget university libraries cannot afford to take all of the specialized and foreign language periodicals which their clientele are aware of through the aforementioned bibliographic literature search services. Consequently, a team of librarians, publishers, and information specialists has conceived the National Periodicals Center. Financed by the federal government, it would maintain a comprehensive collection of periodical literature and distribute documents by demand by photoduplication. As technology advances, delivery might be by telefacsimile or by some other electronic means of transmission. A small library like JCC's Melvil Dewey would proceed through a hierarchial network of libraries before appealing to the National Periodicals

Center for a particular journal article, thus avoiding unnecessary strain on a single source. The National Periodicals Center would act as the library of last resort. In the Higher Education Amendments of 1980, Congress has created a commission to study the feasibility of establishing such a national periodical system.

It is clear, then, that the future belongs to the libraries as well as to other institutions in our society. We are keeping pace with technology, for our mission of disseminating information to the public fits the functions of computers and the telecommunications industry precisely. In a profession as homogeneous as librarianship, it is also natural that networking should become national in scope at the outset; we already have in place regional and statewide agencies and the firm foundation of a national bibliographic data base at the Library of Congress. Cooperation, funding, and creative new arrangements and spin-offs are the watch words of our future. We must work to develop a system of bibliographic control and delivery which touches every citizen and which offers him or her enlightenment as well as improvement of his or her economic status. This mission is identical with the one assumed by turn-of-the-century librarians in Carnegie-built village libraries throughout the nation. Our philosophy hasn't changed, but our concept of service has expanded beyond the confines of thousands of isolated hamlets and cities to the comprehensiveness of an interlocking system which links every library borrower with every repository of information throughout the world. We have indeed become library card holders in the electronic global village.

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AN ALTERNATIVE APPROACH TO GENERAL BIOLOGY

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One of the problems which has long plagued teachers of general introductory courses in college is the proper structuring of these courses to satisfy the various needs of a heterogeneous student population. The career goals of our students are quite diverse. They range from teaching, medicine, health related fields and basic science to business majors who are taking the course solely to fulfill the College's science requirement. Designing a General Biology course which would adequately service all of these curricula is quite a challenge.

In addition, with the advent of "open admissions" in many colleges, the need to provide extensive support for the underprepared student has become more acute. This is especially true at a two-year college. At Westchester Community College, we have found that the backgrounds of our general biology students vary greatly. Some have had no previous science courses, and others have completed advanced chemistry and biology courses in high school. In the past few years there has been a notable increase in the number of adults returning to school after many years away from the classroom. These mature individuals are usually conscientious students who are anxious to succeed and actively seek additional help.

In order to satisfy these various needs the General Biology faculty has developed several alternatives to the traditional course. To accommodate the diverse career goals of our students we first organized the course into modules, some of which are required of all of our students, i.e., Chemistry and the Cell, and others which are primarily for science majors, i.e., Energetics. The modular approach enables each student to structure a course which best fits his or her individual needs and future goals. It also permits the optimum utilization of the faculty by enabling them to teach areas of biology in which they have the greatest interest and expertise. With faculty advice, each student will select a sequence of modules. As an example, the following is the suggested one-year grid for science majors:

First Term

Chemistry and the Cell
Energetics
Genetics
Evolution

Second Term

Animal Structure and Function
Plant Structure and Function
Ecology

Non-science majors may take such modules as "Nature's Bounties," "Population and Pollution" or "Human Disease."

After implementation of the modularized General Biology Course, our next goal was to provide for the students who needed additional support. An alternative auto-tutorial (AT) program was developed, which emphasizes self-pacing and individualized instruction.

The AT format presents both lecture and laboratory material, in the form of prepared tapes, with accompanying study guides, films, film loops, models, kodachromes, etc. With the aid of an NSF LOCI Grant we were able to complete our AT program. Except for commercially produced films and film loops, we have prepared all of the materials including a published laboratory manual. To facilitate self-pacing, a calendar for each module is given to the student which lists the required tapes with the running time for each, the laboratory assignments, required readings, and exam dates. With each tape the student is given a study guide containing figures which illustrate the taped material and a list of behavioral objectives which are designed to guide the student in studying and note-taking. Upon completion of each tape, the student should be able to fulfill the list of objectives for that tape. The material may be reviewed as many times a necessary until this goal is attained. A set of kodachromes accompanies the modules when appropriate. With faculty assistance laboratory exercises are performed in the AT center.

The Auto Tutorial lab is a large, well-lighted room which contains 48 carrels, equipped with lights and electrical outlets. Around the periphery of the room are 4 sinks with gas outlets, two hoods and bookcases containing reference material. Deionized water, incubators, microscopes, centrifuge, etc. are supplied for laboratory exercises.

There is a film viewing area in the back of the room and a video projector is available when needed. Directly off the main lab is a greenhouse which is used for such modules as "Plant Structure and Function," "Energetics," and "Nature's Bounties." Cassette players, film strip viewers and other equipment are available.

The AT Center is located in the Science Building and is open from 9-4 Monday through Friday with an instructor present at all times to answer any questions and to guide the students. Additional copies of each tape are accessible in the learning center of the library which is open evenings and weekends.

This self-paced auto-tutorial program allows students to work at a comfortable rate while still attaining a high level of comprehension. This program has also been beneficial for our many students who cannot attend regularly scheduled classes due to job or family commitments. The AT format allows for a more flexible schedule.

We have found, however, that there are some drawbacks to the auto-tutorial method. Some students are more comfortable with the structure of the traditional classroom. Those that do not have the initiative to ask questions benefit from classmates who do. But by far, the most serious problem is the procrastinator who attempts to complete ten tapes and four labs the day before the exam. Therefore, we offer the A-T program as an option and carefully enumerate these pitfalls during the orientation to the course.

The enthusiasm of those who have elected to take this program, however, has more than justified the extensive amount of work that has gone into its preparation.

In addition to servicing the A-T students, those in the regular sections often use the tapes to learn material that they have missed due to illness or to review difficult concepts.

Two years ago, seven computer terminals with Cathode-Ray Tube (CRT) display were installed in the A-T center. These are especially useful for mastering skills which require repetition such as metric conversions and genetic problems. We wrote programs for trial tests in these subjects. After logging on, the appropriate program is called up and a series of questions are displayed. If the student inputs the correct answer, the computer prints "correct," the screen clears and the next question appears. If a wrong answer is entered "try again" is displayed. After a second wrong answer the computer prints the correct answer and the screen does not clear. This enables the student to copy the question and answer or to ask for an explanation if there is confusion. At the end of the test, a score is displayed with an appropriate message, i.e., "16 out of 20; study your notes and take a retest."

The trial tests were very popular and to satisfy the demand we now have programs covering all of the General Biology modules. (Programs are also available for Anatomy and Physiology students.)

The ability to take trial tests has been extremely beneficial to the underprepared as well as the insecure student.

In summary, the students coming into the General Biology class at Westchester have many options. After an orientation to the course, with faculty assistance, they will select a series of modules which will best prepare them for their future goals. They will decide whether to take these modules by the traditional method, in the A-T center, or by a combination of both. Computerized tests, reference material, models, kodachromes and individual help will be available to them throughout the term and if that magic ingredient--a pinch of motivation--is present, they will successfully complete the course.

After raising two children to a relative state of independence, Shirley Kurtzberg returned to college in 1969 and received an A.A.S. from Westchester Community College and a B.A. from H. Lehman College specializing in molecular biology and virology. In 1973 she returned to Westchester as a Program Specialist to help develop and to supervice the Auto-Tutorial laboratory in General Biology. She has coauthored a laboratory manual that is used in the course and, drawing on previous computer-programming experience, has written instructional and testing programs for Westchester Community College computer terminals.

Eileen Walsh received the B.S. in biology from Nazareth College in Rochester in 1965. She continued to graduate school at Fordham University and received an M.S. in Biology in 1966 and a Ph.D. in Biology in 1971. While completing her Ph.D. thesis, she began teaching at Westchester Community College in 1969. Dr. Walsh was one of the faculty responsible for the initiation of an auto-tutorial program in General Biology and was project director of an NSF LOCI Grant awarded to WCC to complete the A-T program. She is also a coauthor of a published laboratory manual, Laboratory Studies in General Biology. In 1980 Dr. Walsh received the Chancellor's Award for Excellence in Teaching.

ACCOMMODATION OF A WHEELCHAIR BOUND STUDENT IN A TYPICAL FRESHMAN PHYSICS LABORATORY

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As recently as the 1970's: (1) over half of the estimated 8 million handicapped children in this country were not receiving the appropriate educational service they needed or were entitled to, (2) over 1.75 million children with handicaps in the United States were being excluded entirely from receiving a public education solely on the basis of their handicaps, and (3) many handicapped students were still being placed in inappropriate educational settings because their handicaps were undetected or because of a violation of their individual rights. (Abeson & Zettel)

In an effort to improve this situation, President Ford, in November of 1975, signed into law the Education for All Handicapped Children Act (PL 94 - 142). The intent of PL 94 - 142 is to provide a free and appropriate education to all handicapped children. A pivotal feature of this act is the mandated development of an individual educational program (IEP) for *each* student identified as handicapped. This IEP is to be an annual diagnostic/prescriptive program developed and reviewed by a triumvirate of teacher, parents, and a designee of the school district. More specific guidelines for implementing PL 92 - 142 have subsequently been set forth in Rules and Regulations of 1977. (Larsen & Poplin).

The impact of this legislation on schools and colleges has been: (1) a rapid expansion in the number of handicapped students mainstreamed ("placed in least restrictive environment") (Schifani, Anderson & Odle), (2) a wider spectrum of handicaps to be accommodated, and (3) increasing pressure on teachers to find ways and means to accommodate handicapped students in their classes and labs.

The first time an instructor learns that a handicapped student will be attending his class may trigger initial reactions of apprehension, uneasiness, and self-doubt. Many questions flash through the instructor's mind. What should I do? Where should I go for help (colleagues, literature, etc.)? What has been done in the past in this same (specific) situation? What are the student's limitations, restructions; what are his capabilities? How do I accommodate *this* student in *my* course? Why me, *why* not someone else?--I have no training for this.

Anxieties like those just described are not unusual, nor are they to be ashamed of--they probably indicate a caring concern for the student and a desire to do what is be best for the student. Even though the anticipated problems may seem enormous at first, they are soon found to be not nearly as "insurmountable" as initially perceived. In our case the most difficult problems turned out to be merely: (1) to acquire a table of the correct height to accommodate a wheelchair bound student, and (2) to provide utilities of gas, water, and electricity at this student's station.

An abandoned table of the correct height (30" from floor to table top) was found within the department. The carpentry shop cut out enough of the table top support frame to allow the wheelchair to fit under the table top from either side, and permit enough lateral movement so that the total surface area of the table was within the student's horizontal reach. It was later discovered that a standard metal office desk position on 1" X 8" shelving would permit a wheelchair underneath, although the lateral movement is more limited.

To provide DC electrical power 4 binding posts were mounted at each end of one pair of diagonally opposite corners of the table support frame (8 binding posts in all). This allowed quick, easy, temporary, and mobile connections to existing power sources at any other student station throughout the lab by means of 8-10 ft. leads with banana plugs at each end. The 4 binding posts at each chosen corner were "hard wired" to form series pairs so that the student could transfer power to either side of the table (whichever he could reach most easily) without the problem of dangling wires. For AC power, a fused multiple outlet with an on/off switch was able to be mounted/dismounted from two diagonally opposite corners by means of slotted teardrops cut in the outlet casing, and wood screws protruding 3/16 inch from table leg.

Fortunately with electrical hot plates available, gas and bunsen burners were not needed. Gas would have involved such difficulties as mounting value on table top (thereby disrupting work space), dangling flexible tubing (limiting maneuverability of wheelchair), and a greater risk of leaks.

There are two aspects to the problem of running water. If the total quantity of water to be discharged is relative small, a collecting beaker, a large cookie tray to contain leaks, and a (5-10) l. household bucket may be sufficient (e.g. experiments of calorimetry, "volume of water displaced," velocity of efflux, etc.). In this case all that may be required is to move the handicapped table to a location where the handicapped student will be able to reach the control faucet and use plastic tubing for water lines. If the total quantity of water to be discharged is considerably larger, a low drain sink or floor drain will be absolutely necessary (e.g. thermal conductivity, continuous flow calorimeter, etc.). One fortuitous situation would be if the normal location of the handicapped table is endwise to a wall through which permanent water lines could be run with easily reachable faucet controls.

When informed that a handicapped student will be attending one of your classes, a good place to begin is to arrange to meet the student before instruction begins. The objectives of this meeting should be to: (1) begin to build a rapport with the student, (2) learn what the student can and CANNOT do, and (3) determine any special equipment (e.g. shorter air track) or modifications that may be required. Items two and three re crucial because of the highly individualistic nature of handicaps. Wheelchair bound students for instance will differ from one another in: mobility; skill in maneuvering, ranges of horizontal and vertical reach, dimensions of wheelchair, etc.

The education of a handicapped student (contrary to instructor first perceptions) is not totally and solely the responsibility of the teacher. Instead it is a shared responsibility; the teacher and the student must work together. It is incumbent upon the student to describe his limitations to the teacher. Then the student and teacher must work as a team to devise an instructional plan that will be effective.

The prime considerations of our instructional plans were: (1) instructional value, (2) safety, and (3) accessibility. We agreed at the outset that we would not have the handicapped student engage in any activity of meager instructional value just because he was able to do it.

The safety component of our instructional plans necessitated removing the possibility of spilled boiling water and flying broken glass at face level by acquiring a table of a more appropriate height. Dangling electrical leads were avoided by plugging into an AC panel or DC binding posts fed by leads sufficiently long to rest on the floor. Blocked aisles were avoided to reduce congestion, commotion, and consequently greater risk of accidents; also so as not to restrict fire exit routes. Goggles were required to protect a person whose eye level was more approximately the same as a laser beam.

Accessibility meant that the handicapped student should be able to reach, manipulate the apparatus, and to see to take accurate instrumental readings. To do these acts he had to be able to about move the laboratory. Consequently, floor plans (where to locate the handicapped table), obstacles, traffic flow, room to maneuver (no sharp turns), congestion, commotion, student's range of horizontal and vertical reach, etc., all had to be considered.Wall barometers had to be lowered; mercury thermometers had to be positioned nearer than normal to the edge of the lab table.

Two problems that have not yet been addressed are instructor load and a philosophy of the role of the handicapped student's lab partner. Suppose a normal lab section is 16 students. A lab section of 15 students plus one handicapped student represents an increase in teacher load (even the total number of students and therefore the student/ teacher ratio has not changed). Not only must the teacher arrange and participate in preinstructional meetings, design additional, often innovative, instructional teaching strategies, oversee the ordering of new equipment and the modification of existing apparatus, but he/she must also spend more time and give more individual attention to the handicapped student during scheduled lab hours. Without a reduction in student/ teacher ratio, or some other form of reduction in load, this additional time, attention, and energy given to the handicapped student can only be taken away from what would normally be available to the nonhandicapped students.

It is advantageous to have a clearly developed philosophy of the respective roles of the handicapped student and the lab partner(s) of this student. Will the handicapped student be required to take ALL his/ her own data (full range from high to low on Boyle's Law), or could he/ she take some of the more accessible readings and exchange data with a partner? Will the handicapped student be required to take some of EVERY KIND of data, or could a blind student be required to make ALL the adjustment in apparatus, or only to participate as fully as possible? Would a handicapped student have to fetch the ball every time he/she fired the ballistic pendulum, or could he/she fire it and have his/her lab partner fetch it?

In the preceding text the authors have attempted to offer a general introduction to the problem of accommodating a mobility impaired student in a freshman Physics lab. Table 1 below presents much more specific remarks on each of some 40 of the most common freshmen Physics laboratory experiments.

TABLE 1

EXPERIMENT		REMARKS
1 & 2.	Linear & Rotational Kinematics	-lower support rods. -side clamps vs holes in table top for support rods. -pointer/periscope/partner for reading meter stick (MS). -at own table: (1) masses, (2) MS with caliper jaws, and (3) clock with remote cord.
3.	Behr Free Fall	-partner to: (1) "seat" bob on electromagnet at top of apparatus, and (2) load and remove spark tape (For analysis this tape can be affixed to own table). -following needed at own table: (1) binding post for DC supply, (2) fused electrical panel with on/off switch for AC source, (3) convenient knife switch for releasing bob, and (4) MS. -spark timer control switches within reach.
4.	Force Table	-smaller leg force table so student can look down on angular scale. -masses at own table.
5.	Projectile Motion	-partner needed for fetching ball, positioning target box, etc. -partner may be needed to "lock & load" weapon.

6.	Fletcher's Cart	-student needs to maneuver from side to end of table. -partner to pick up spilled masses vs screw type mass holder. -remote cord for spark timer. -at own table: (1) AC panel, (2) beam balance, and (3) 200/500 gram masses.
7.	Atwood's Machine	-partner for heights out of reach vs shorten spark tape and lower apparatus. -travel to and from apparatus (associated congestion, confusion). -at own table: (1) scotch tape, (2) beam balance, and (3) MS.
8.	Centripetal Force	-lower support rod for vertical hanging & use side clamps. -AC electrical panel with master on/off switch for apparatus, clock(s), etc. -at own table: (1) masses, (2) beam balance, (3) venier caliper, and (4) clock.
9.	Linear Momentum	-smaller (1.5M) air track--at own table. -smaller, quieter blower. -room to maneuver both sides of track. (to avoid reaching over hot wire). -yellow distance scale on one side; spark tape and hot wire on other. -analysize tape on air track or affixed to own table. -at own table: (1) beam balance, (2) masses, (3) MS, and (4) tape.
10.	Angular Momentum & Kepler's Laws (Conical Pendulum)	-lower support rod. -beam balance at own table. -avoid arc to wheelchair. -spark timer controls within reach. -polar spark disc.

11.	Simple Harmonic Motion (mass - spring system)	-lower support rods. -side clamps vs holes in table top for support rods. -use hooked masses to avoid flying masses. -at own table: (1) set of springs, (2) beam balance, (3) MS with caliper jaws, (4) AC panel and (5) clock(s).
12.	Young's Modulus	-position apparatus on floor and read elongation by bubble gauge. -substitute Hooke's Law apparatus. -micrometer.
13.	Ballistic Galvanometer Cavendish	-position, angle of view, parallax. -chain for raising/lowering barometer. -in either case partner probably necessary.
14.	Melde's Experiment	-AC panel with on/off switch located at load mass end of string (for convenient operation of vibrator and elimination of need to maneuver around table). -masses and MS.
15.	Archimedes' Principle	-work off floor or own table. -at own station: (1) objects, (2) sinkers & masses, (3) graduated cylinder and vernier caliper and (4) beam balance equipped for specific gravity weighings.
16 & 17.	Toricelli: Efflux Velocity, Discharge Coeff. Falling Head	-move table so faucet controls on traditional lab tables can be reached vs running flexible hose with flow regulator. -because of the small flow rate, a drain sink is not absolutely necessary. Instead a large cookie sheet (62 cm x 42 cm x 2.5 cm), a 500 ml catching beaker, and a household 10 l. bucket on the floor will do.

		-eliminate possibility of water shorting elect. circuit. -AC panel with on/off switch & clock.
18 & 19.	Specific Heat, Heat	-cooling of metal specimen while in transport (partner required) vs hot plate (consequently heat source) at own table. -boiling water should NOT be at face level! -glass container (potential of flying fragments) should NOT be at face level! -beam balance, AC panel. -thermometer near edge of table vs digital readout.
20.	Linear	-at own table: (1) DC binding posts, (2) AC panel with on/off switch, (3) hot plate, (4) steam generator, (5) controls for water flow, (6) collecting bucket, or drain sink, and (7) MS with caliper jaws.
21.	Thermal Conductivity	-at own table: (1) running water, constant head device mounted on ring stand, drain sink (absolutely), (2) hot plate and steam generator--thermally shielded from conductivity apparatus (possible support rods for hoses), (3) AC panel with on/ off switch and (4) MS, caliper jaws, vernier caliper.
22.	Continuous Flow Calorimeter	-at own table: (1) DC binding posts, (2) DC ampmeter, (3) DC voltmeter, (4) constant head device, (5) two thermometers, (6) clock, (7) collecting beaker, (8) drain sink, and (9) beam balance. -watch water shorting electrical circuit.
23.	Mechanical Equivalency	-very difficult to turn wheel manually from a sitting position. -partner to read temperature.

24.	Boyle's Law	-measurements at widely differing heights may require partner for reading outside of the handicapped student's range. -position, angle of view, parallax.
25-28.	Ohm's Law	-at own table: (1) banana leads to DC binding posts, and (2) fused electrical panel with on/off switch for AC. -two tables (same height) side by side for more surface area (especially when using oscilloscopes) but be aware of displacing more students, or moving to another location in the laboratory. -more of a hazard reaching "over" charged capicators.
29.	Electrical Equivalency	-electrical panel with on/off switch, AC transformer, AC ampmeter, AC voltmeter, electrical calorimeter, strip recorder, thermocouple, ice bath, beam balance - necessitates a large-surface area. -partner to get calorimeter water (possibly ice bath ingredients, and maybe use beam balance at another table to reduce surface area demand).
30.	Laser (Index of Refraction of Water)	-AC panel at own table. -some means of filling/emptying water tank. -room to maneuver from side to end of table. -if in center of room, more students displaced. -safety goggles, as beam is at eye level of someone in wheelchair. -smaller optical bench (old Cenco 122 cm) requires only one table.
31.	Brewster Angle	-large protractor extends over edges of table, thus poorly balanced.

		-leave room to maneuver; displaces students in center of room. -AC outlet with on/off switch at own table.
32.	Spectral Analysis	-two tables (same height) end to end lengthwise. -shorter optical bench (old Cenco, 122 cm). -room to maneuver around and to both ends of tables. -displaces students in center of room. -electrical panel with on/off switch for AC (extension cord from gas tube apparatus across length of two tables to observer).
33.	Photoelectric Effect	-shorter optical bench (old Cenco 122 cm) NOT located near extraneous light sources (outside windows, other lab team sources, etc.) so that only one table is needed. -electrical panel with on/off switch for AC.
34.	Electron Charge to Mass Ratio	-small (23 cm diam.) vs large (76 cm diam.) Helmholtz coils. -stack volt & amp meters to reduce surface area, otherwise two tables may be necessary . -DC binding posts and AC panel with on/off switch.
35.	Hall Generator	-at own table: (1) DC bindposts, (2) AC electrical panel with on/off switch, and (3)magnets.
36.	Bragg Diffraction (3 cm Microwave)	-swing arms extend over edges of table. -displace students in center of room. -leave room to maneuver (may want to replace oscilloscope with standing wave indicator to reduce surface area required.) -vernier caliper.

37.	Molecular Diameter (Oleic Acid)	-table with (1) adequate surface area & (2) height to allow student to look down on surface film. -at own table: (1) Oleic acid, (2) alcohol, (3) Lycopodium power (or chalk dust), and mixing containers.
38-41.	Radioactive: Half-Life, Half-Thickness Coefficient of Absorption Inverse Square	-on own table: (1) sources and absorbers (2) panel with on/off switch, and (3) micrometer.
42.	Wilson Cloud Chamber	-on low table so student can look down into apparatus. -at own table: (1) DC binding posts (45-90v), (2) AC electrical panel with on/off switch, and (3) dry ice/alcohol.

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Professor Frinks has been awarded the following degrees: B.S. in Physics and M.S. in Education (Siena College), M.S.T. (Union University), and Ed.D. in Curriculum and Instruction (University Center at Albany.) Following his undergraduate education and two years with the U.S. Army Chemical Corp., Dr. Frinks began teaching as an Instructor in the Physics Department at HVCC. Professor Frinks is a member of Sigma Xi, Phi Delta Kappa, National Association for Research in Science Teaching, American Association of Physics Teachers, American Society for Engineering Educators, NYS Association of Junior Colleges, NYS Association of Two-Year College Physics Teachers, and Capital ARea Physics Teachers Association. He also does consulting in the areas of research design, evaluation, and statistics.

Professor McNamara holds the B.S. from the College of William and Mary and the M.A. from Catholic University, both in Physics. In addition, he had previous technical training in Signal Corps Schools at Camp Crowder and Fr. Monmouth, Harvard, and MIT in Radar. Prior to joining HVCC's faculty, Professor McNamara was employed by Mountain States Tel & Tel in Montana, Seaboard Airline RR of Florida (Signals & Communications), and Radio Parts Distributing Company of Norfold, Virginia. He holds commercial telephone and telegraph operators licenses and has been an amateur radio operator for 39 years.

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